DOCUMENT RESUME

ED 153 545 HE 009 852

TITLE Year-End Report, 1975-1976. Matteo Ricci College.
INSTITUTION Matteo Ricci Coll., Seattle, Wash.
PUB DATE Oct 76
NOTE 293p.; Appendix F deleted due to marginal legibility of original document ; Best copy available

EDRS PRICE MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS *Accelerated Programs; Articulation (Program); *Bachelors Degrees; College Students; Departments; *Early Admission; *Experimental Colleges; *Experimental Schools; Faculty; Higher Education; High Schools; High School Students; Humanities; Moral Development; *Private Colleges; Program Evaluation; Scheduling; Student Development; Universities

ABSTRACT

Outlined and explained in detail are the inauguration and operation of Matteo Ricci College, a school in Seattle that allows a student to enter ninth grade and after the successful completion of six school years (instead of eight) receive a bachelor of arts degree in humanities. The school is the result of planning by Seattle Preparatory School and Seattle University. Among the topics discussed in the year-end report are: the faculty; student admissions; discipline, and socialization; summer school; administrative officers and trustees; facilities; scheduling; articulation; and evaluation of departments, of student growth, and of the school as a whole. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153545

Matteo Ricci College Seattle Preparatory Campus
2400 ELEVENTH AVENUE EAST, SEATTLE, WASHINGTON 98102 | TELEPHONE 206/324-0400

BEST COPY AVAILABLE

YEAR-END REPORT

1975-1976

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Matteo Ricci College

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE, NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

October, 1976

HE009852

TABLE OF CONTENTS

	Page
Part 1 - Summary of Major Activities and Decisions	
Faculty	1
Faculty Workshops, Summer 1975	3
Faculty Development During Year	4
Faculty Development Summer 1976	5
Student Admissions	7
Admission Statistics	8
Summer School, 1976	9
Student Discipline	10
Student Socialization	10
Presidency, Trustees, Members	11
Board of Trustees, MRC	12
Administrative Structure 1976-1977	14
Renovation of Seattle Prep Buildings	15
Scheduling 1975-1976	15
Dissemination/Contacts	17
Seattle University/Seattle Prep/Matteo Ricci College - Interaction	20
Part II-Evaluation	
Overview of the Evaluation Program, 1975-1976	22
Self-Evaluation and Planning by Individual Departments	
Aesthetic Art Development	29
Expository Skills, Year I	30
Expository Skills, Year II	31
Expository Skills I and II - Formal Evaluation	35
Interpretive Sciences, Year III	36
Mathematics	37
Psycho-Physical Development	39
Science	43
Evaluation of Moral and Psychological Growth	45
Kohlberg's Moral Judgment Scale (MJS)	49
Personal Orientation Inventory (POI)	51
Overall Cognitive Evaluation	55
Appendices	59

PART I

SUMMARY OF MAJOR ACTIVITIES AND DECISIONS

The faculty of Matteo Ricci College in its first year was comprised of a total of 43 administrative, teaching, and staff personnel. Of these, 19 were Jesuits, 1 was a non-Jesuit religious, and 23 were laity/non-religious. The teaching faculty numbered 36: 15 Jesuit, 1 religious, and 20 non-religious/lay. Roughly 10 persons comprised the administrative team: The President, treasurer, 1 full-time and 2 part-time counselors, a prefect of discipline, a vice-principal for student affairs, developer of curriculum, financial development officer (and secretary), and a director of evaluation. A support staff of 5 persons provided clerical and janitorial assistance.

Full faculty meetings were held on a regular basis to discuss a variety of topics (beyond merely in-house business): The establishment of an evaluation program (probably the longest and most difficult issue), school discipline (philosophy and procedures), academic standards and grading systems (cf. p. _____), scheduling, job descriptions (e.g., Dean of Students), etc. These meetings sought to solidify faculty consensus about the new program. (Thus, for example, Robert Mowad of the Pacific Institute was asked to review for faculty concepts presented at the beginning of the year in the Action for Excellence program he gave to the entire school community.) These meetings provided the opportunity for faculty to air problems, to open communications, etc. At the end of the year, the faculty strongly indicated the continuing need to strengthen communications in every possible way. Clearly, the pressure in establishing the new program raised anxieties and frustrations in assuming new roles. Occasional faculty gatherings (e.g., Christmas and year-end dinners, etc.) helped to reinforce the felt sense of faculty community and open sharing, but even more will be provided in the coming school year.

Besides formal meetings for the entire faculty, the faculty interacted in a variety of other ways. For example, teacher councils made up of the faculty of separate years met each semester. Such meetings explored good and bad features arising from the new program, possible student overloads, a sharing of content and methodology, methods to better integrate the interdisciplinary features into the actual classroom, etc. They also met each mid-semester to identify students who were moving into academic or behavioral problems. After sharing such information, they determined the best solution for each case according to the specific needs of individual students. (This process became part of the new Academic Standards Policy, q.v.) This resulted in a far more humane and individualized approach to each student's problems, a major MRC goal.

In addition to meetings of the total faculty, department heads met on a regular basis to continue curriculum development, to identify department needs, to better understand how one department could support another (integration), etc. This group will act as the school's Academic Council in future years, and will meet on a regularly-scheduled basis under direction of the principal.

The entire faculty of Form One received library privileges from Seattle University, as well as full participation in the Connolly (intramural athletic) Center there.

The following list summarizes new faculty and staff for the school year 1975-1976:

Educational Psychologist.....	Dr. Madeleine Ramey (Ph.D., Psychometrics, UC/Berkeley)
Math.....	Ms. Margie Harvey
Psycho-Physical Development.....	Ms. Judy Placek (head) Mr. Richard Sandstrom
Unified Science.....	Mr. Dave Williams (head) Mr. Del Nestergard
Expository Skills.....	Ms. Norma Fine
Artistic-Aesthetic Development.....	Fr. Robert Pospisil, S.J. (Resident artist; head AAD) Ms. Barbara Salisbury Ms. Gina May Mr. Patrick Orton Ms. Virginia Dumas

Paraprofessional personnel included the following:

Educational Intern.....	Mr. John Agnew (senior, The Evergreen State College)
Community Resource Contact.....	Ms. Jody Shepherd (parent)
Volunteer Program.....	Ms. Juanita Grant and Ms. Rosemary Jones
Community Service Program.....	Ms. Peggy Scarborough

It is the almost totally unanimous view of the faculty and administration that the success of this year's teaching and the planning for 1976-1977 was due to the exceptional quality of the faculty, their ability to accept and share the school's goals, and an unprecedented dedication to very demanding work which went beyond what any had previously experienced. The year was extremely exhausting to all, but equally as gratifying to all. With minor and few exceptiors in specific areas, the faculty has moved into a corporate dynamic which has and will continue to move MRC forward.

FOUR FACULTY WORKSHOPS, SUMMER 1975

During the summer the Matteo Ricci faculty members participated in three institutes funded by Carnegie. One week was devoted to a workshop in the educational theory of William Glasser, the author of Schools Without Failure and Reality Therapy. Father Healy commented, "The faculty's response to this institute was very good; they came out of it very excited, very eager, and almost euphoric. It was certainly a good institute to start with."

The exceptional success of the Glasser workshop under Lena McInerny of the Educator Training Center profoundly drew the faculty into a common purpose by opening communications. (A three-day workshop the summer of 1976 also directed by Lena McInerny, began the faculty's new year.) No follow-up during the year occurred because of time limitations and because other activities helped create faculty consensus.

The Glasser Institute was followed by five days devoted to Bernard Lonergan's philosophy of education, as presented by Fr. James Riley, S.J., of Seattle University. The institute was combined with task force work on the curriculum, so that the theory under discussion could be applied to practical situations. Bernard Lonergan's sequence of experience, and reflection on the experience, which ultimately moves to some kind of judgment and then action, is a sequence that is basic to the new program.

The final week of faculty preparation dealt with personalized instruction in the classroom, and was presented by representatives of Georgetown University's Center for Personalized Instruction. Teachers in math and foreign languages found the program helpful for establishing personalized learning sequences, but other faculty members had difficulty applying the approach to their particular fields. Furthermore, Fr. Healy explained, "The community dimension of our program is a very high priority, and with personalized instruction the "community" seemed to be just two people--one student and the instructor he went to see."

The CPI program helped faculty more clearly identify learning objectives and to state them in sequence. It also raised the very important issues of the students' mastery of the subject and helped the faculty realize more vividly that the students differ greatly in learning styles which in turn requires fresh consideration of traditional semesters as the proper and only units of time to attain mastery. This input from CPI contributed significantly in the establishment of the MRC Academic Standards.

The school year opened with an "Action for Excellence" program for all the faculty and students. The three days aimed at teaching students how to set goals for themselves and how to achieve these goals by gaining self-assurance and a sense of one's self-worth. Fr. Healy noted, "We wanted to begin the year in a way that demonstrated to all the kids that we are one student body and one faculty, and that even though we really have two different programs operating, the community dimension of the new school really has to be the community dimension of the whole school." The Pacific Institute program aimed at teaching students how to set goals for themselves and achieve them by gaining self-assurance and a sense of one's self-worth.

The Pacific Institute program appeared to be successful in drawing the two academic programs (MRC and Prep) into a greater sense of common purpose. The director, Robert Mowad, returned several times during the year to reinforce concepts presented at the initial workshop. His work in teaching "deep relaxation" (a form of meditation) was especially helpful in leading students to the MRC goal of continuing reflection upon their studies and personal development. Lack of funding prevents repetition of the same program this year, although other means will be employed.

(Material taken largely from "Developing a Six-Year High School-College Learning Model" by Gerald T. Cobb, S.J. NOTRE DAME JOURNAL OF EDUCATION, Volume 6, Winter 1975.)

FACULTY DEVELOPMENT DURING YEAR

As indicated earlier, the faculty met in a wide variety of groups in order to continue development of the program and to overcome any obstacles arising in the first year of operation. Furthermore, department and inter-department planning was continually a faculty preoccupation, and the faculty's exhaustion at the end of the year was in large part due to the double burden of teaching the new program, and developing it as they went along. To assist them during the second semester, half-time in-service days occurred on January 27, March 30, and May 19. Two full-day faculty in-service workshops were held during the second semester.

Although some faculty attended workshops outside the school during the school year, there was not enough time for formal 2- or 3-day sessions, given the combined pressures of teaching and planning a new program.

The Carnegie Grant provided funds for faculty and program development, both during the year and during the summer vacation. As indicated earlier, few formal workshops were possible during the year because of the double pressures of planning and also teaching the new program and methodologies. Summer needs focus primarily on program development within and between departments, as indicated below. The one summer workshop projected for the entire faculty is as follows:

FACULTY WORKSHOP, August 23 to 27, 9 a.m. to 5 p.m. at the school.

MONDAY: In-house business (schedules,forms, procedures, new faculty, etc.)

Department meetings.

TUESDAY: Resource workshop: Familiarize the faculty fully with available resources of both the school library and the A-V library, and the possible methods of teaching so that students make greater use of these resources. This confirms MRC philosophy of education: Learning-how-to-learn on one's own through student research.

WEDNESDAY)
THURSDAY)
FRIDAY): Communications Workshop, directed by Lena McInerny of the Glasser Education Training Center (Los Angeles based). Active-Listening concepts and techniques; "no-lose" conflict resolution; developing better communications with students in order to involve them more in the operation of their school.

Some departments will be holding Department Special/Workshops in the course of the summer. These are:

1. Mathematics: Computer Technology--to train math faculty for teaching of Computer program, scheduled to begin mid-year. Three weeks (June 16 to July 2), Wednesday-Thursday-Friday, 12:30 to 3:30 p.m., at the Highline Computer Center; Jay Davis, Instructor. Workshop cost: $485.00.

The Math Department will also hold a three-day workshop on methods of individualizing--time, dates, and costs to be determined.

2. The Interpretive Science Department will meet for three days during the week of August 16-20 to conclude planning for the year and attend to special class preparations. The AAD Department will spend one or two days in similar work at the same time.

Program planning is taking place during the summer as follows:

1. Next year's third-year American Studies program (interdisciplinary) will involve American history, American literature, a study of textual analysis in the three major literary genres (poetry, fiction, drama), sociology and economics. The program is being developed by MRC faculty Dennis Olson (chairman), Norma Fine (English), David Thomas (history), Emmett Arndt (economics), and various consultants from Seattle University. Besides work done individually out of committee, they have been meeting twice a week for the past two weeks (June 8, 10, 15, 17) and will continue until completed--probably the end of June.

2. The new second year program, Cultural Transformations, is being developed by MRC faculty Margaret Garrison (English) and John McLean, S.J. (social science and religion), and Seattle University faculty Dr. Al Mann and Dr. James Parry (history). This work will take up most of the summer, with approximately 10 full days in committee meetings, as well as extensive individual work out of committee. (cf. program development for further details.)

3. Virginia Dumas and Robert Pospisil, S.J., of the AAD department spent the week of June 7-11 preparing workshops, especially in ceramics. The entire department began planning in May for the revision of the first year AAD program (to combine previously separated Sensory Development and the Art Lab), and to combine aesthetic features from music. Hub Miller of Seattle Opera Association has been consultant; the teacher in music for the program has not been determined yet, but Mr. Miller will continue as consultant. We hope to use extensive resources and contacts of Seattle Opera for the music program of AAD.

4. Del Nestegaard, David Williams, and a new faculty member, Bill Zuelke, S.J., will have spent approximately 15 full days in writing and rewriting the Unified Science program. If NSF funds this work, they will double that amount of time, since they wish to circulate their material to the Center for Unified Science and NSF, etc.

5. Judy Placek, chairperson of PPD, is co-authoring a text (with University of Washington professor, Hal Lawson, Ph.D.) from the material generated in the new program--content and methodology.

Other faculty members are pursuing graduate-degree courses, or working, if their financial situation requires it.

Admission to Matteo Ricci College depends more on the students' ability to become involved actively in their studies than it does on academic pre-testing, as Seattle Prep formerly did. That is, it seeks out students capable of self-investment, of perseverance, and of at least minimal self-initiative, provided only that their academic records show sufficient promise to pursue studies through a college level. A broad cross-section of students, therefore, made up the first year class: religious, academic, economic, etc., as the chart following indicates.

This admission policy was quite successful, given the outstanding achievement of the class in this year. Also the first year class lost only two students by semester break (they left by their own choice); and of a class of 155, 15 have left. Of these 15, only 3 left because of scholastic difficulties*. The tenth grade class, of 130 students, lost nine by year's end, and three of these were due to scholastic problems. (N.B.: Tenth grade students were selected prior to adoption of the MRC admission policy indicated above, and therefore a valid comparison is not possible.)

About 225 ninth graders have applied for entrance this coming fall, and 172 have been accepted. Waiting lists exist for each year.

* The other 12 left for a variety of personal reasons.

ADMISSION STATISTICS

(June 1976)

	1975-1976	1976-1977
Boys in 9th grade class/%	93/60%	91/53%
Girls	63/40%	81/47%
TOTAL	156	172
Ethnic breakdown: % of total 9th grade class	23/15%	20/11.6%
Black	11	13
Spanish-surnamed	1	2
Asian	5	2
Other	6	3
Religious affiliation:		
Catholic	126/80%	140/81%
Non-Catholic	30/20%	32/19%
Applicants' grade schools		
Catholic	23	24
Non-Catholic	34	38
TOTAL	57	62

Summer school was initiated 1976 for two categories of students. Incoming tenth grade transfer students will take those segments of geometry which MRC ninth graders this year received along with algebra. Both newly-admitted ninth graders who show weakness in communication and/or math skills, and those tenth graders who during their first year at MRC had difficulties in these two areas, attended the six-week program which began June 16. This summer school policy accords with the Academic Policy Statement, Appendix B.

Miscellaneous:

The school program attracted eleven foreign students to the Seattle Prep program, who contributed greatly to the atmosphere and excitement of the entire school.

The Counseling Department, through the Boy Scouts of America, presented approximately a dozen Career Day programs in which students from all four years in the school met with professionals to discuss their career hopes.

A key feature for incoming ninth grade students, the FROSH OVER-NIGHTERS, will be continued this year since it so greatly helped develop a sense of community, and helped prevent cliques within the school community. One of the most satisfying features of the year was the frequent observation by visitors to the school of the students' candor, affability, sense of community cooperation, and very high spirits. As teachers noted at the end of the year, never had they seen students leave the year with such happiness, such a sense of accomplishment, and with a real sense of having learned more than they ever had before--and enjoyed it more! Numerous reports from parents confirmed this student reflection.

STUDENT DISCIPLINE

The major problem which we had projected for the first year of operation centered around the last two years of the Prep program: could we integrate these students into a community with the new student body and atmosphere? The first semester highlighted this problem, since the extensive publicity focused on the ninth and tenth grade students of MRC; the seniors, especially, felt deprived, since in their eyes they should be "top dogs". By mid-second-semester, however, this friction was healing, due to a number of factors. The faculty was deeply concerned about the rift, and consciously acted to work against it. The Pacific Institute program given during the first three days of the school year in September helped give juniors and seniors a sense of sharing in the new common venture. The roughly 25 seniors who acted as TA's in the Ricci program probably contributed most, as well as finding the experience extremely valuable for themselves. In fact, the TA program was clearly one of the most successful features of the first-year operation, and will be continued in the future in modified ways.

STUDENT SOCIALIZATION

One situation which created difficulties with regard to student socialization centered upon a group of 24 tenth grade students who wished to receive the traditional four-year college prep curriculum. Since this tenth grade class had applied and been admitted before the formal plans for MRC had been completed, and because in such a period of intense projected change parent and student anxieties ran high, we allowed a group to opt for a traditional four-year program, always dependent upon our ability to provide faculty, etc. During the year 1975-1976, this group was mostly separated in classes apart from the MRC students--by their own choice. They wished traditional classes, traditional teacher-oriented emphases, etc. Almost inevitably, as seen in retrospect, they felt discriminated against; yet when we tried to alter a bad situation, they resisted here also. As a result, this group will take classes with MRC students in 1976-1977 in an attempt to improve socialization. What will be done about their projected fourth year remains to be solved during the coming year with regard to the particulars of the program.

Concerning the move to co-ed education, simply no problems arose: The presence of the girls greatly contributed to a lessening of some of the more unrestrained and even brutal antics which previously characterized the all-boys' school. There were 68 girls in the ninth grade class, 24 in the tenth, 7 junior girls, and 4 senior girls.

Next year's ninth grade class fortunately is as close to 50-50 parity as possible, as desired.

The Board of Members was established early this year, made up of Jesuit Fathers John F. Foster, S.J., (Chairman, and Director of MRC Curriculum Development); William J. Sullivan, S.J., (President, Seattle University); Dennis Dennehy, S.J., (Rector, Jesuit community, MRC); Don Foran, S.J., (Theology, Literature, Seattle University); and Kevin Waters, S.J., (Fine Arts, Seattle University). On February 11, 1976, this Board met with Father Healy to discuss projected business: the establishment of the Board of Trustees, presidential search, and other matters.

After much deliberation on their part, 17 persons were identified to make up the initial Board of Trustees, MRC. Their names and biographies are listed on a separate sheet. On Monday, May 3, they held their first meeting with the Board of Members who explained to the Trustees their role in the school. The Trustees moved to meet again on May 17, when they elected officers according to the Bylaws, accepted the resignation of Ms. Claire Thomas (conflict with regulations of another Board on which she sits), and established committees to work on the following areas: Academics, Finance, Student Life, and Building and Development. They will meet again on June 28 to report on their committee work.

The question of giving students academic credit for co-curricular activities (arts, sports, on-the-job training, etc.) was tabled by the acting Academic Committee because of the complexity of the issue and the excessive difficulty involved in evaluating such extra-mural work. The issue will be rediscussed during the coming year.

The Records Committee continues to explore the question of a common transcript for both Forms I and II, the numbering and accreditation of courses, etc. It is expected that a formal school catalog providing such information will be completed no later than December, 1976.

1. JAMES BRAZIL: Assistant District Director, 12th District, Federal Home Loan Bank Board; parent of Seattle Prep graduate. Elected MRC Trustee Board Chairman, May 1976.

2. FR. THOMAS BUNNELL, S.J.: New principal of MRC Form 1; faculty member of Prep/MRC for two years.

3. LOUIS GUZZO: Former Managing and Executive Editor, Seattle Post-Intelligencer; former chairman, Citizens' Advisory Committee, Title III, ESEA; currently general manager for gubernatorial candidate (Washington State) Dixy Lee Ray, and was her communication consultant when she headed the Atomic Energy Commission; presently authoring books on communications, and guest lecturing Seattle University summer session in journalism.

4. MARGARET HAGGERTY, Ph.D.: Seattle University Education Department, one of the founders of their Ph.D. Education program (1976); specialist in Values Education and coordinator of graduate program in curriculum and instruction.

5. FR. PATRICK HURLEY, S.J.: Former teacher at Seattle Prep, and presently pastor of the Jesuit parish near the school, St. Joseph; activist for social justice.

6. FR. WILLIAM LeROUX, S.J.: Chairman of the Seattle University planning team that established MRC: actively involved in the program from the very beginning.

7. MURIEL MAWER: Senior law partner of the firm of Karr, Tuttle, Koch, Campbell, Mawer, and Morrow, Seattle; Examiner, Washington State Bar Association; International past president of Altrusa; active in numerous other community and professional projects.

8. FR. RICHARD PERRY, S.J.: Chairperson, religion department of MRC, Form I; one of the original five Jesuits who made up the Planning Team which produced MRC (beginning summer, 1973).

9. RILEY PLEAS: President and owner of Riley Pleas, Inc., General Contractors; father of past (Prep) and present (MRC) students.

10. CHARLES E. RILEY: Senior Vice President, Peoples National Bank (National Accounts Division, Correspondent Bank Division and International Division, Etc.) Graduate of Seattle Prep, 1951; father of two MRC students.

11. CLAIRE THOMAS: D. Jur. and other degrees; national Vice President, Reading Reform Foundation; chairman of 1975 Washington State HJR-19 (resolution seeking change of highly restrictive state constitution regarding assistance to non-public education); member of various boards, including Bellevue Community College.

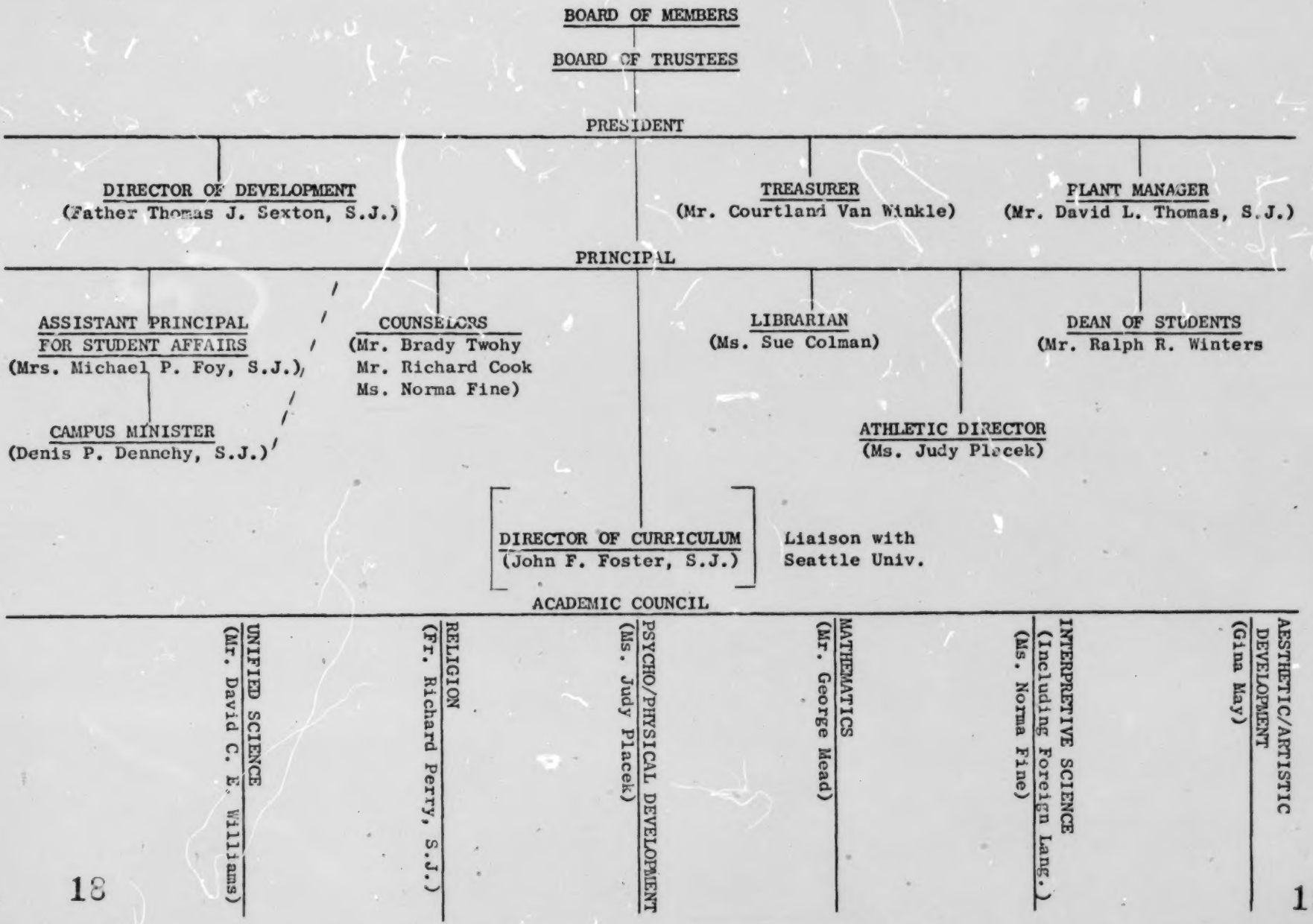
12. HENRIETTA TOLSON: Member of Faculty, Community Services program, Seattle University.

13. KIP TONER: Director, Seattle University's Financial Aid Office; graduate Seattle Prep, 1961; Seattle University, 1965.

14. FR. JOHN TOPEL, S.J.: Rector, Jesuit Community, Seattle University, member of theology department; graduate Seattle Prep, 1952.

15. JOHN BRADY TWOHY: Head of Counselling Department, MRC/Prep, and member of faculty from 1964-1967, and since 1971.

16. FR. THOMAS HEALY, S.J.: Ex-officio member as President, MRC.


BOARD OF MEMBERS
BOARD OF TRUSTEES
PRESIDENT
DIRECTOR OF DEVELOPMENT
(Father Thomas J. Sexton, S.J.)
TREASURER
(Mr. Courtland Van Winkle)
PLANT MANAGER
(Mr. David L. Thomas, S.J.)
PRINCIPAL
ASSISTANT PRINCIPAL FOR STUDENT AFFAIRS
(Mrs. Michael P. Foy, S.J.)
CAMPUS MINISTER
(Denis P. Dennehy, S.J.)
COUNSELORS
(Mr. Brady Twohy
Mr. Richard Cook
Ms. Norma Fine)
LIBRARIAN
(Ms. Sue Colman)
ATHLETIC DIRECTOR
(Ms. Judy Placek)
DEAN OF STUDENTS
(Mr. Ralph R. Winters
DIRECTOR OF CURRICULUM
(John F. Foster, S.J.)
Liaison with Seattle Univ.
ACADEMIC COUNCIL
UNIFIED SCIENCE
(Mr. David C. E. Williams)
RELIGION
(Fr. Richard Perry, S.J.)
PSYCHO/PHYSICAL DEVELOPMENT
(Ms. Judy Placek)
MATHEMATICS
(Mr. George Mead)
INTERPRETIVE SCIENCE
(Including Foreign Lang.)
(Ms. Norma Fine)
AESTHETIC/ARTISTIC DEVELOPMENT
(Gina May)

RENOVATION OF SEATTLE PREP BLDGS.

A large portion (roughly 1/3 to 1/4) of the Jesuit Faculty Residence located on the Seattle Prep Campus was renovated and turned over to school use. Because the formerly all-boys Seattle Preparatory School was not co-ed, extensive renovation provided facilities for the girl students: restrooms, shower facilities, locker rooms, etc. The new Aesthetics-Artistic Development program required new studio space outside the school building, and renovations within the main school buildings. Other related renovations (ventilation systems, storage areas, etc.) brought the total cost to approximately $150,000. This cost was borne by the school's Development Office which has for several years raised funds for plant improvement and development.

SCHEDULING

One of the most distinctive features of the first year of MRC was its highly complex (and effective) flexible scheduling. (Copies of first and second year schedules are included by way of example.) Each department identified the amount of time and the time configuration best for its own purposes and--surprisingly--was so scheduled. Bells were eliminated, except to begin and end the day.

COLLEGIOS were groupings of students which proved most effective for the new program. Half of the 9th grade (78 of 156) met (in a large room in the Jesuit residence converted for their use) between 8 and 11 a.m. for the study of Expository Skills, Social Sciences, and Religious Values, in an interdisciplinary setting; the other half of the class similarly met from 11 a.m. to 2:30 p.m. These large groups divided up in various sized sub-groups according to specified needs and learning activities. This gave the students an identity within smaller and larger communities, and gave the widest possible flexibility in planning. It also forced 9th grade faculty to work increasingly together in the use of that time, reinforcing the interdisciplinary thrust of MRC. Sophomores followed a similar schedule, in blocks of 2-1/2 hours rather than 3 hours at a time.

This concept will continue this coming year, with this projected change: Two large blocks of time will divide the day - Humanities/Art, and Math/Science/PPD. These units of two to three hours' length will allow faculty to inter-act more effectively in planning work, and will provide longer periods of time for student field trips and other activities, without the problems which arise with inflexible 50-minute periods. Above all, this form of student grouping greatly contributes to their socialization--a most significant point in the MRC program since their learning is achieved primarily through student interaction.

EXAMPLE OF A FIRST-YEAR STUDENT'S CLASS SCHEDULE, 1975-1976

(Name of student):_____ Welcome to the freshman class of Matteo Ricci College.

This year you will be taking the following subjects:

- Expository Skills (embracing English, History, and Religion. Team-taught in Collegio Arrupe.)
- Introduction Physical Sciences
- Mathematics
- Artistic-Aesthetic Development
- Psycho-Physical Development

Your schedule for the week, together with the classroom number and teacher, will be found below. If you ever get lost on this schedule, just remember to look for another member of your group: Aquarius ! The times listed below list the first minute of a fifteen-minute module.

All classes begin 5 minutes after the first module listed, e.g., 8:00 is the warning bell for your Collegio. The group in your Collegio actually begins class at 8:05.

Monday		Tuesday		Wednesday		Thursday		Friday	
8:00		8:00		8:00		8:00		8:00	
8:15	Collegio Arrupe	8:15	Collegio Arrupe	8:15	Collegio Arrupe	8:15	Collegio Arrupe	8:15	Collegio Arrupe
8:30		8:30		8:30		8:30		8:30	
8:45		8:45		8:45		8:45		8:45	
9:00	Faculty House	9:00	Faculty House	9:00	Faculty House	9:00	Faculty House	9:00	Faculty House
9:15		9:15		9:15		9:15		9:15	
9:30		9:30		9:30		9:30		9:30	
9:45	Mr. Olson	9:45	Mr. Olson	9:45	Mr. Olson	9:45	Mr. Olson	9:45	Mr. Olson
10:00	Mr. McLean	10:00	Mr. McLean	10:00	Mr. McLean	10:00	Mr. McLean	10:00	Mr. McLean
10:15	Fr. Bunnell	10:15	Fr. Bunnell	10:15	Fr. Bunnell	10:15	Fr. Bunnell	10:15	Fr. Bunnell
10:30		10:30		10:30		10:30		10:30	
10:45		10:45		10:45		10:45		10:45	
11:00	Free time	11:00	Artistic-Aesthetic Development	11:00	Free time	11:00	Free time	11:00	Artistic-Aesthetic Development
11:15	Mathematics	11:15		11:15	Mathematics	11:15	Mathematics	11:15	
11:30		11:30		11:30		11:30		11:30	
11:45	# 112	11:45		11:45	# 112	11:45	# 112	11:45	
12:00	Mr. McChesney	12:00	#03	12:00	Mr. McChesney	12:00	Mr. McChesney	12:00	#03
12:15		12:15	Mrs. Salisbury	12:15		12:15		12:15	Mrs. Salisbury
12:30	Lunch	12:30	Lunch	12:30	Lunch	12:30	Lunch	12:30	Lunch
12:45		12:45		12:45		12:45		12:45	
1:00		1:00		1:00		1:00		1:00	
1:15	Introduction to Physical Science	1:15	Mathematics	1:15	Introduction to Physical Science	1:15	Introduction to Physical Science	1:15	Mathematics
1:30		1:30		1:30		1:30		1:30	
1:45	#305 A/B	1:45	# 112	1:45	#305 A/B	1:45	#305 A/B	1:45	#112
2:00	Staff	2:00	Mr. McChesney	2:00	Staff	2:00	Staff	2:00	Mr. McChesney
2:15		2:15		2:15		2:15		2:15	
2:30		2:30		2:30		2:30		2:30	

Classes in Psycho-Physical Development will occur during the Collegio twice each week. Each class will be 90 minutes. Your teachers will be Mr. Sandstrom and Mrs. Smith.

Because of the many unique qualities of MRC, the faculty frequently throughout the year gave presentations and discussed the program with interested educators and others. The following is only a partial summary of contacts made during the year.

1. In the Public Sector, the Washington State Council on Post-Secondary Education (Dr. Patrick Callan, Director) asked for a special presentation on MRC at their September 16 meeting at Seattle University. Attending (beside Dr. Callan) were Frank Brouillet (State Superintendent of Public Instruction), and presidents of state and private universities and community colleges. The panel which gave the 90-minute presentation was made up of Father Edmund Ryan (President, Seattle University), Father Thomas Healy (President, MRC), Father William LeRoux (Director, Form II planning), Father John F. Foster (Director of Curriculum), Ms. Barbara Salisbury (Aesthetics, both SU and MRC), two MRC teachers (Dennis Olson and Margaret Garrison), and a parent of three MRC students, Mrs. Veronica Dreves. Interest and even enthusiasm about the program ran high; transcripts of the presentation were made and are on file.

Carl Fynboe, private school liaison officer for the state SPI, visited the school on January 7, and invited MRC personnel to the state SPI office as a means of becoming more aware of state resources and how we can better interact. We hope to accept his invitation this coming fall.

Mr. Jeff Keuss, administrative assistant for ESD 110 (the Educational School District in the Seattle area serving other than Seattle-Public Schools) as usual offered information and contacts on a variety of topics: special educational programs for faculty and department planning, evaluation information, grants and funding, etc.

2. We contacted educators in various universities and other schools for consultation on program development. Dr. Hal Lawson of the University of Washington P.E. Department, for example, continued working with PPD head Judy Placek on program development. This summer they are co-authoring a text to be published by Allyn & Bacon, an outgrowth of the MRC program. (A summary of Seattle University's involvement is given separately, P. _____.)

Several contacts were made for improving programs--math is an example. Dr. Virginia Warfield and Dr. George Steven Monk of the

University of Washington Math Department provided suggestions, and Elmore Oistad (who had headed the Math Department at Ingraham High School) volunteered to act as consultant to the program. From these and other contacts, the summer computer program for the Math faculty, and a three-day workshop on individualized methods for Math were created.

Guest lecturers from the University of Washington included Robert Roper of the Drama Department and Dr. Giovanni Costigan, among others.

3. Contacts made by individual MRC faculty members are summarized in part below:

Fr. John F. Foster, S.J. (Director of Curriculum)	- presentation to graduate education class, Seattle University, Fall 1975 - presentation to faculty of Blanchet High School, March 1976 - formal presentation at Spring Conference of Association of Humanistic Psychologists, May 1976 - attended Spring Conference, Washington Evaluation Research Association (WERA) May 1976 - member, Board of Governors, Bellarmine High School, Tacoma, Washington - member, Seattle Opera Association Education Committee
Ms. Judy Placek	- presentation at Spring Conference of Association of Humanistic Psychologists, May 1976
Ms. Margaret Garrison and Ms. Norma Fine	- National Shakespeare Conference, Washington, D.C., April 1976

4. Within the school community, various meetings were held for parents (present and potential). An October "get-acquainted" evening for faculty and parents was followed by three February meetings (5, 12, and 26) for parents of individual classes to discuss the new program and allow parents to ask numerous questions about methodology and directions for the next year. An Open House on February 8 drew a larger number of visitors and prospective applicants than ever in the history of the school. Three workshops for parents were held (one each in February, March and April) to explain the psychological and theological background to the religious-values program of the school; guest speakers made the major presentations. The annual fund-raising auction, SPREE, drew approximately 600 people, and raised the highest sum yet in its history, $90,000 gross, for the development fund. An interesting feature of this auction was the large number of persons who had never attended before, indicating that the program is drawing upon new clientele and interest groups. This change is reflected in the applications for admission as well.

5. Several out-of-town contacts were made, either by personal visits or correspondence. E.G., school visitors included Father James Baker, S.J., the new principal of Regis High in Denver, which finds the MPC program potentially useful for them since they are on the same campus as Regis College; Father James O'Brien, S.J., former president/principal of Boston College High; Peter Suazo of the Seattle HEW office who provided inspection-information to FIPSE about the Form I program; Sister Mary Hilado of St. Scholastica College in Manila, Philippines; several faculty from The Evergreen State College, Olympia, Washington, etc.

Correspondence was initiated by numerous parties who had heard of the program in various ways. Some of these include: Dr. Janet Lieberman, of LaGuardia Community College (CUNY), Long Island, N.Y.; Dr. Leon Lerner, Roland Park School, Baltimore; Raymon Bonachea, Hudson County Community College, Jersey City, N.J.; Dean Richard Passon (Arts and Sciences), Creighton University, Omaha, Nebraska; Mr. George Lundy, S.J., assistant provincial of education for the Jesuits: New Orleans Province, Dr. Ed Dolan, Dean of Oakton Community College in Morton Grove, Illinois, etc.

SEATTLE UNIVERSITY/SEATTLE PREP/MATTEO RICCI COLLEGE - INTERACTION

As clearly stated in numerous statements published by the Carnegie Corporation and others, the greatest obstacle toward combining high school and college programs into such institutions as MRC lie in getting the faculties of the two institutions to work together toward commonly established goals. Because of the recognition that came with the Carnegie grant to MRC last year, which was reinforced by the grant from FIPSE this year, interest of Seattle University faculty and staff has greatly increased. As a result, faculty cooperation far exceeded that of the previous year, and even our expectations for this past year. The following provides examples.

1. Weekly meetings of the Form II Planning Committee were held both at Seattle University and at MRC. Besides Father Foster, Form I Curriculum Director, the following SU faculty comprised the committee: Father William LeRoux, S.J. (Chairman), Father Don Foran, S.J., Dr. James Parry, Sister Rosaleen Trainor, Dr. Ed Weihe, Dr. Bernard Steckler, and Ms. Carol McLaughlin. Faculty members from both institutions attended to make presentations or request information.

2. The major MRC event of the year was a presentation by MRC planners and teachers to the SU faculty at their annual Spring Convocation. The hour-long presentation, enthusiastically received, was given by a panel made up of Father Healy, Father Foster, Father LeRoux, Dr. Steckler, Dr. Ed Weihe, MRC faculty members Mike Foy, S.J., Barbara Salisbury, and David Williams. At the social hour following the presentation, we were able to discuss the issues further. Because of contacts made earlier with each University Department and most faculty on a more personal basis, reception of the MRC presentation was the most positive ever.

3. Planning of the Form II curriculum, under the leadership of the Planning Committee, was well begun even before FIPSE granted its support. (FIPSE funds will provide faculty-release-time primarily to plan the interdisciplinary courses.) Practically every department of the School of Arts and Sciences responded to the committee's request for special department programs which would allow MRC students to graduate with a major within the limitations of 45 credit quarter hours that each student has open to him in Form II. The professional schools (Nursing, Engineering, some of the sciences, Business, and Education) indicated they do not see how MRC students could in six years graduate with a major in their fields within the limited 45 quarter hours available, but have either prepared or will prepare program outlines whereby undergraduate MRC students can <u>begin</u> professional programs. They would then require varying amount of post-BA study to complete. Cooperation of the Seattle University faculty has been outstanding!

4. Besides formal meetings of the Planning Committee, other groups were formed <u>ad hoc</u> for specific tasks. E.G., 8 SU faculty met with Form I Interpretive Science faculty to plan the 2nd and 3rd year Expos program to be named "Cultural Transformations: the Evolution of Civilizations." This interdisciplinary program involves English,

social sciences, and religious values and is described in greater detail under "Program Development".

One significant development of such meetings concerns the frustration of University personnel over the lack of control on the collegiate curriculum. When we asked them to draw up programs which synthesize key elements from their departments, several faculty expressed their discontent with the excessively broad discrepancies between University courses supposedly bearing the same title and substance--e.g., Introduction to Psychology or Sociology. They cannot count on students having learned key concepts for successive courses unless they taught the introductory course themselves, so broad and open-ended are the teacher's options. MRC program design demands that they identify specific objectives, behaviorally if possible; they are not accustomed to doing this. They (rightly) fear an excessive and inhibiting demand for behavioral objectives. Nonetheless, the MRC question and program design should help the various departments establish clearly stated objectives which in turn should improve curriculum at the University for all students, not just MRC students. This is only one of the significant side effects which MRC has had on the University community, and one of value to other institutions (i.e., HEW's "Replicability".)

5. Other contacts with the University came about through such meetings as Father Foster had with the Sociology, Political Science, and other departments about MRC planning, as well as by other MRC Form I faculty. SU visitors to the MRC campus, either for lecturing or observation included: Dr. Haggerty (Education), the Planning Committee members, Jean Merlino and George Behan, Seattle University Public Relations directors), Rodney Lewis (Admissions), Father Carmody, S.J. (English), Dr. Al Mann (History), Dr. William Taylor (English), etc. The Seattle University Instrumental Ensemble gave a concert here in May for interested students.

6. In June, 1976, The Fund for the Improvement of Post-Secondary Education (FIPSE) provided Seattle University with a grant of $140,000 for the 1976-1977 fiscal year. Additional funding for the 1977-1979 fiscal years has been promised, dependent upon federal funds available to HEW at that time. Subsequent to the funding grant, an administrative structure was established with Dr. Edwin Weihe as Project Director. (Further information concerning the Form II planning is available through Dr. Weihe's office at Seattle University.)

7. On October 8 and 9, 1976, a special institute was conducted by the MRC Form II Planning Committee at Batelle Northwest in Seattle to examine in greater depth the philosophy of Bernard J. F. Lonergan, S.J. whose thinking greatly influenced the MRC program. Of the 26 participants, four were from MRC Form I: Fr. Foster, Ms. Fine, Mr. Williams, and Mr. McLean. Presenters were: Fr. James Riley, S.J. who wrote the initial planning documents; Fr. Joseph Tetlow, S.J., President of The Jesuit School of Theology at Berkeley; Fr. William Ryan, S.J. of the Philosophy Department at Gonzaga University, Spokane, Washington; and Fr. Foster of Form I. Enthusiasm was high as a result of the meeting, and interaction of Form I and Form II personnel has significantly increased.

PART II

EVALUATION

OVERVIEW OF THE EVALUATION PROGRAM, 1975-1976

The Matteo Ricci College evaluation program in the first year of the school's operation focused on two main areas: program monitoring and student outcomes. The first area sought to monitor day-by-day progress. We drew up tests to determine student progress and those areas in which students encountered difficulties or resisted course goals. We also created tests to determine whether students clearly knew day-by-day objectives in various courses (an essential MRC goal). Formal tests drawn up by teachers within each department were evaluated for clarity, effectiveness, depth of understanding, etc. (I.e., the psychologist applied Bloom's Taxonomy to test items for several departments, as a means of helping teachers more accurately test the levels of understanding and competency that they wished; cf. appendix.)

Classes were monitored by the consulting psychologist, the director of curriculum and other administrators to determine whether MRC methods were actually being employed--especially in certain classes where students appeared to be dissatisfied, confused, or apathetic. As a result of this monitoring and the subsequent conferences with faculty, some program methods and structuring were revised in the course of the year.

Student grade distribution was thoroughly analysed and compared with grades of former Seattle Prep students of recent years in order to determine whether grading was too severe or too lax. This information was presented to the faculty in general session. As one result, a grading system based more on behavioral descriptions was adopted as an attempt to diminish unnecessary and counter-productive discrepancies in grading between different departments (cf. academic standards).

Extensive time was given to setting up a teacher evaluation program. These types of short range evaluation activities provided input for altering any programs which appeared to be moving in an undesired direction and occupied the largest amount of time of the evaluation personnel during the first year.

The second major area of evaluation focused on student outcomes--the determination of student growth in the course of the first year of MRC operation. Because the evaluation program did not get underway until almost the beginning of the school year, no formal academic pre-testing of students was done. We compared student outcomes against national norms provided in each test instrument (e.g. STEP, Watson-Glaser, etc.). The primary exceptions to this were the MJS (Kohlbert Moral Judgment Scale) and the POI (Personal Orientation Inventory). Pre-testing was necessary here since no national norms are provided. Also, since one over-riding goal of MRC is the development of persons capable of greater self-actualization, as the primary motivation factor, it was necessary to determine student growth in these psychological and moral areas. A comparable, but more traditional Jesuit school provided control data to measure MRC student growth.

Planning is currently underway for the second year of the evaluation which will cover those areas we were unable to determine in the first year--e.g. student pre-testing. Also, we seek to evaluate those students qualified for MRC but not accepted due to limitations of space (this will help us to identify whether significant student growth is due solely to MRC goals and methods, or to other factors such as the outstanding natural capabilities of students attracted to the program). We are also in the process of coordinating Form I and Form II Evaluation programs and their administrators, and of establishing the long-range evaluation of student outcomes after they have completed the entire program and have advanced into the work force or higher studies.

The following list summarizes the various testing instruments used at MRC in its first year of operation (1975-1976).

POI (Personal Orientation Inventory)

MJS (Moral Judgment Scale, Lawrence Kohlberg)

DAT (Differential Aptitude Test)

STEP (Sequential Tests of Educational Progress)

PSAT (Preliminary Scholastic Aptitude Test)

TOUS (Test of Understanding Science)

Watson-Glaser Critical Thinking Appraisal; and

Concept-Process Test (Science).

Other tests were also used for more specific goals of individual departments, and are mentioned in the department breakdown which follows. The reader is directed to the curriculum statement for each department as a reference for understanding projected changes in curriculum.

(Information concerning the Evaluation Program for 1976-1977, which is currently being developed, is available upon request.)

Tables I, II, and III summarize formal test results and are given on the following pages.

STATISTICAL TESTING RESULTS - Moral and Psychological — Table I
MRC 1975-1976

Compares MRC students with control school for growth/decline	First Year (9th) Boys Fall/Spring	First Year (9th) Girls F/S	Second Year (10th) Boys F/S	Second Year (10th) Girls F/S
Kohlberg MJS:	63.4/64.9	68.7/68.9	63.9/67.2	68.6/69.7
Control Group	60.8/64.8	63.5/66.0	61.0/64.0	65.9/68.7
POI Sub-Groups:				
1. Time Competent	13.9/14.5	16.3/16.7	14.2/14.1	16.6/16.3
Control Group	13.8/13.9	14.5/14.8	14.2/13.7	14.3/15.2
2. Inner-Directed	*74.9/79.7	79.2/86.9**	76.6/75.9	85.0/87.0
Control Group	74.6/76.1	77.2/79.1	76.7/76.1	78.2/82.9
3. Self-Actualizing Value	18.0/18.4	18.5/19/8*	18.5/17.7	20.3/20.6
Control Group	17.6/17.7	18.7/18.8	18.2/17.3	18.8/19.4
4. Existentiality	**16.9/19.2	19.2/21.7**	18.1/17.6	20.6/22.0
Control Group	17.6/17.4	18.2/18.2	18.3/18.6	19.1/20.3
5. Feeling Reactivity	14.2/14.8	15.1/16.2	14.3/14.5	16.6/16.2
Control Group	13.6/14.7	13.9/15.1	14.9/14.4	15.4/16.1
6. Spontaneity	11.0/11.8	11.4/12.8	**11.6/10.8	12.9/11.7
Control Group	10.7/11.4	11.0/11.8	11.2/12.3	11.8/11.1
7. Self-Regard	10.9/11.3	11.2/12.0	11.1/10.7	12.3/12.1
Control Group	10.6/11.0	11.3/11.2	10.8/10.8	10.7/12.2
8. Self-Acceptance	13.7/14.1	14.7/16.5*	13.6/13.7	15.4/14.8
Control Group	13.5/13.7	14.1/14.7	13.8/14.1	13.9/14.9
9. Constructive View of Man	10.8/10.9	10.8/11.5	11.0/10.5	11.5/11.6
Control Group	10.6/10.6	11.0/11.0	10.8/10.3	10.8/11.3
10. Synergy	6.1/6.1	6.5/7.2**	6.2/5.8	7.2/7.0
Control Group	5.7/5.6	6.4/6.2	6.0/5.5	6.4/6.5
11. Acceptance of Agression	15.5/16.4	15.7/17.2	15.2/14.9	17.2/17.9
Control Group	14.6/15.7	14.9/15.3	15.1/14.8	15.4/16.5
12. Capacity for Intimate Contact	15.5/16.6	16.8/18.3	15.5/15.2	17.6/18.6
Control Group	15.1/15.2	15.1/15.6	16.1/16.2	16.4/17.6

References:

For MJS: Karen A. Maitland and Jacquelin R. Goldman, "Moral Judgment As a Function of Peer Group Interaction," Journal of Personality and Social Psychology, 1974, Vol. 30, No. 5, 699-704.

For POI: Everett L. Shostrom, Actualizing Therapy: Foundations For a Scientific Ethic, EDITS Publishers, San Diego, 1976.

Key:
Lesser statistical significance (.05) indicated by a single asterisk,
Greater statistical significance (.01) indicated by a double asterisk.

Underlined scores indicate a drop in the raw mean score; this decline is statistically significant only once: Spontaneity, 10th grade MRC boys.

STATISTICAL TESTING RESULTS
MRC 1975-1976

Table II

Comparison of MRC results with samples of high school students* and entering college freshmen (Mexican-American)

POI Scale		First Year (9th) Boys Fall/Spring	First Year (9th) Girls F/S	Second Year (10th) Boys F/S	Second Year (10th) Girls F/S
1. Time Competent	MRC	13.9/14.5	16.3/16.7	14.2/14.1	16.6/16.3
	Control	13.8/13.9	14.5/14.8	14.2/13.7	14.3/15.2
	High School Sample	14.4	15.2	14.4	15.2
	Entering College	15.1*	16.2	15.1**	16.2
2. Inner-Directed	MRC	74.9/79.7**	79.2/86.9**	76.6/75.9	85.0/87.0**
	Control	74.6/76.1	77.2/79.1	76.7/76.1	78.2/82.9
	High School Sample	74.4	75.1	74.4	75.1
	Entering College	75.6	76.0	75.6	76.0
3. Self-Actualizing	MRC	18.0/18.4	18.5/19.8	18.5/17.7	20.3/20.6
	Control	17.6/17.7	18.7/18.8	18.2/17.3	18.8/19.4
	High School Sample	17.6	18.8	17.6	18.8
	Entering College	18.8	19.1	18.8**	19.1
4. Existentiality	MRC	16.[illegible]/19.2**	19.2/21.7**	18.1/17.6	20.6/22.0**
	Control	17.6/17.4	18.2/18.2	18.3/18.6	19.1/20.3
	High School Sample	16.8	16.5	16.8	16.5
	Entering College	16.7	17.2	16.7	17.2
5. Feeling Reactivity	MRC	14.2/14.8**	15.1/16.2**	14.3/14.5	16.6/16.2**
	Control	13.6/14.7	13.9/15.1	14.9/14.4	15.4/16.1
	High School Sample	13.1	13.7	13.1	13.7
	Entering College	13.8	13.7	13.8	13.7
6. Spontaneity	MRC	11.0/11.8**	11.4/12.8**	11.6/10.8**	12.9/11.7**
	Control	10.7/11.4	11.0/11.8	11.2/12.3	11.8/11.1
	High School Sample	10.3	10.2	10.3	10.2
	Entering College	9.7	9.6	9.7	9.6
7. Self-Regard	MRC	10.9/11.3	11.2/12.0	11.1/10.7	12.3/12.1
	Control	10.6/11.0	11.3/11.2	10.8/10.8	10.7/12.2
	High School Sample	11.0	10.8	11.0	10.8
	Entering College	11.5	11.5	11.5**	11.5
8. Self-Acceptance	MRC	13.7/14.1	14.7/16.5**	13.6/13.7	15.4/14.8
	Control	13.5/13.7	14.1/14.7	13.8/14.1	13.9/14.9
	High School Sample	13.9	14.2	13.9	14.2
	Entering College	13.7	14.3	13.7	14.3
9. Constructive View of Man	MRC	10.8/10.9	10.8/11.5	11.0/10.5	11.5/11.6
	Control	10.6/10.6	11.0/11.0	10.8/10.3	10.8/11.3
	High School Sample	11.2	11.7	11.2	11.7
	Entering College	11.6**	11.9	11.6**	11.9

* The high school sample does not distinguish years, but lumps all three (or four) years together. N.B.: the samples are not intended to be used as national norms, but only as samples. The statistics for the samples are taken from page 12 of the POI Manual (EDITS).

Table II (Contd.)

			POI: MRC/Samples			
10.	Synergy	MRC	6.1/6.1	6.5/7.2**	6.2/5.8	7.2/7.0
		Control	5.7/5.6	6.4/6.2	6.0/5.5	6.4/6.5
		High School Sample	5.8	6.2	5.8	6.2
		Entering College	6.3	6.6	6.3**	6.6
11.	Acceptance of Aggression	MRC	15.5/16.4**	15.7/17.2**	15.2/14.9	17.2/17.9**
		Control	14.6/15.7	14.9/15.3	15.1/14.8	15.4/16.5
		High School Sample	14.9	15.1	14.9	15.1
		Entering College	15.1	15.0	15.1	15.0
12.	Capacity for Intimate Contact	MRC	15.5/16.6**	16.8/18.3**	15.5/15.2	17.6/18.6**
		Control	15.1/15.2	15.1/15.6	16.1/16.2	16.4/17.6
		High School Sample	14.8	15.0	14.8	15.0
		Entering College	15.6	15.6	15.6	15.6

Key:

1. All comparisons are between MRC only and entering college freshmen, as given in the POI Manual sample, p. 12.

2. MRC students so far outscored the high school sample that the college sample was seen as a better comparison. Also, the college sample seems more appropriate since MRC students are selected especially for this program, whereas there is no indication that the high school POI sample are selected, outstanding students.

3. The asterisk (*) (indicating statistical significant difference) is placed next to the larger of the two means. A single asterisk indicates the lesser (.05) statistical difference; a double asterisk indicates the greater (.01) statistical difference.

4. Of the four groups, only 10th grade sophomore boys (and their control school counterparts) show no significant growth in the second scale, I (Inner-Directed). In fact, they show numerical declines. This might be due to a shift from self-consciousness to listening to others (both peers and authority figures) which MRC stresses. Developmental psychology indicates that this shift occurs earlier for girls, perhaps by two years or more.

STATISTICAL TESTING RESULTS - Cognitive/Academic Table III
IRC 1975-1976

Test	First Year (9th) Mean Score	%-ile Band		Second Year (10th) Mean Score	%-ile Band
DAT (Differential Aptitude Test) Administered October 1975					
Numerical Ability					
Boys	24.03	70		(Only 9th graders tested)	
Girls	24.56	70			
Verbal Reasoning					
Boys	29.54	72		(Only 9th graders tested)	
Girls	33.09	79			
STEP (Sequential Testing of Educational Progress) Administered Spring 1976		Explanation of symbols on following page			
Math Basic Concepts	452.4	86 - 91; 89	=	454.8	85 - 90; 88
Reading	462.8	79 - 84; 81	<	469.0	88 - 92; 90
Science	447.5	76 - 82; 79	=	450.4	74 - 81; 78
Mechanics of Writing					
Spelling	449.0	76 - 84; 80	>	448.3	60 - 69; 65
Punctuation and Capitalization	446.0	52 - 61; 57	=	447.8	52 - 60; 56
Social Studies	450.0	78 - 83; 81	>	450.3	64 - 73; 69
English Expression	447.6	62 - 68; 65	<	453.7	71 - 78; 74
Math Computation	465.9	70 - 79; 75	=	468.7	67 - 76; 72
Watson-Glaser Critical Thinking Appraisal	60.15	80		64.20	80
Comparison Group: Seniors		Raw mean score: 70.58			72%-ile
Test of Understanding Science	24.45	(Not available)		27.96	(Not available)
Comparison Group: Seniors, physics		Raw mean score: 25.04			
Concept-Process Test (Content)	22.18	(Not available)		22.04	(Not available)
Comparison Group: Seniors, physics		Raw mean score: 25.56			

THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

The STEP was administered to the ninth and tenth graders in the Spring of 1976. The results are summarized in Table III. This table gives the percentile band corresponding to the average or mean score obtained on each of the seven subtests of the STEP. These percentiles bands are based on school mean norms. That is, for each subtest, NRC mean scores are compared with mean scores of those schools tested in the standardization of the STEP. Separate norms were provided for each age group. The resultant percentile bands indicate the percentage (within a range) of schools whose mean scores fall below the mean score for NRC. The percentile rank is merely a point estimate of the percentage of schools scoring below NRC and is the approximate midpoint of the percentile band. The algebraic sign in the middle column of the table indicates either overlapping or non-overlapping percentile bands. If the percentile bands are overlapping, the percentile difference between two groups is nonsignificant, as indicated by an equal sign. If the percentile bands are non-overlapping the percentile difference between two groups is significant, as indicated by a "greater than" or "less than" sign, depending on the direction of the difference.

Inspection of Table III indicates comparable percentile scores for ninth and tenth graders on Math Basic Concepts, Science, Punctuation and Capitalization and Math Computation. The high percentile rank on the Math Basic Concepts is particularly noteworthy and is commented on in the Mathematics Department evaluation portion of this report. On the other hand, ninth and tenth graders both perform relatively poorly on the more mechanical tasks of punctuation and capitalization.

Table III also reveals differences between the ninth and tenth graders. The tenth graders have a higher percentile standing than the ninth graders on Reading and English Expression. The Reading test of the STEP assesses comprehension and the English Expression test requires selection of the stylistically most simple phrasing from among otherwise equivalent phrases. It seems likely that the tenth grade collegio experience has enhanced these abilities. On the other hand, the ninth graders have a higher percentile standing than the tenth graders on Spelling and Social Studies. The ninth grade collegios' concentration on etymology might account for the spelling results. Since Social Studies is not formally considered in either the ninth or tenth grade it seems likely that the ninth graders' superiority is attributable to a selection procedure which accepted students who are more aware of the world around them.

AESTHETIC ART DEVELOPMENT

As a result of the first year's experience in the Sensory Development and Art Labs, the AAD department decided to combine the two separately taught labs into one year-long course entitled, Sensory Development, for first year students.

A team made up of teacher/artists in dance/drama, 2 and 3 dimensional arts, and music will introduce aesthetic concepts to 3 collegios composed of 60 students each. Students will then work with each member of the team for a period of time, relating those concepts to the particular art forms. During the 6 trimesters available in the 2nd and 3rd years of Form I, each student will take 3 trimesters in the following areas: expression in dance/drama, music (various topics will be available in the course of the year), and an art lab in the medium of the student's choice such as, drawing/painting, sculpture, ceramics and photography. Each will be supervised by one of the resident artists.

As school resources allow, co-curricular activities will be offered throughout the year, such as: choir, individual voice training and a sound and movement playshop.

Increasing aesthetic perception was the major objective in the Sensory Development class. Formal evaluation was as follows:

In an attempt to obtain external judgments about the students' progress toward that objective, each student was rated in a pre- and post-test among three dimensions: awareness of sensory properties, formal properties and expressive properties. Each of the three dimensions was applied to five areas: music, sculpture, painting, dance and drama. For example, the students listened to a musical selection and were asked to describe exactly what they heard and what the music expressed.

Each student was rated twice, once at the beginning of the term before any instruction commenced, and once at the end of the term. The ratings were as follows: 0=No reference; 1=Very little reference; 2=Some reference; 3=Considerable reference. Thus, for music, a student could receive a possible rating of 9, 3 for sensory, 3 for formal, and 3 for expressive. A student's pre-test score was the total of all ratings in the five areas (9x5=45 possible).

Each student received a "gain score" which was obtained by subtracting his pre-test score from his post-test score. Then the mean of the gains was obtained. Pre and post-tests were analyzed for 96 students, from five classes. The average gain in rating was 18.16 points. The gains were quite evenly distributed over the five areas tested. The data indicate clearly significant gains in students' aesthetic perception over the term.

Behavioral objectives were assessed throughout the term. 127 out of 132 students accomplished the objectives set forth. 24% accomplished the objectives with excellence.

EXPOSITORY SKILLS, I

Expository Skills goals for the first year are specified in the course descriptions. With the exceptions indicated below, the program will continue as such for the year 1976-1977.

Goals of the first year are twofold: personal and community development, and academic communication skills development. Matteo Ricci College differs from the earlier Seattle Prep program and other traditional programs in that more traditional programs tend to allow students to remain more passive in the classroom, emphasizing that students absorb data presented primarily through and by the teacher who is the central focus of class activity. MRC creates an environment in which the students' actively invest themselves more in individual work and in cooperative interaction with other students.

This student-centered, experience-based learning helps the students better communicate their experience to others, and contributes toward building a community of co-learners. Courtesy, respect for others, and active listening were repeatedly stressed. Small groupings met regularly in "rap" groups which helped build a sense of community, provided an opportunity to clarify one's own values and experiences in a small-group atmosphere which is less threatening than it would be in large groups, and gave students the chance to express and clarify personal feelings. Teachers found that the students responded very positively to this self-clarifying activity, and students expressed a desire for more frequent meetings of this type.

The second focus of the program sought to develop the academic skills for effective communication in speaking, writing, listening, note-taking, etc. Activities which helped develop the personal communication goals as described above were often used as the basis for formal papers. Communication skills were developed through other assignments such as the Daily Journal--entries of school assignments, together with daily personal reflections upon that learning. This Journal exercise helped promote self-organization and a greater attention to one's own tasks; it also helped the students to reflect upon their responsibility and their actual role in the learning of the whole group.

Of the various learning activities indicated in the course description which were used to develop communication skills, the Newslab program will not be repeated this year. Students felt it was too juvenile, too simple, and it alienated them. A program with similar goals but different techniques will be employed. Teaching assistants (TA's) will receive more thorough training in specific language arts skills such as grammar, composition, etc., to help them in working with the ninth graders.

(Formal evaluation of years I and II follows.)

EXPOSITORY SKILLS, II

First and second year Expository Skills classes (the initial steps in Interpretive Sciences) combined the content of traditional English-Language Arts, religion/value clarification, and the social sciences. Second year students focused much more on social sciences (especially history) than first year students. Classes for first and second year students covered 3 hours and 2½ hours respectively, with 1½ hour blocks set aside twice each week for PPD classes. The two first year collegios* numbered almost 80 students each, with a team of three teachers (one for each area) and three Seattle Prep seniors acting as teaching assistants. The two tenth grade collegios numbered almost 60 students each, with a team of two teachers (one for history and language arts, the other for value and religious clarification), and two Seattle Prep seniors acting as teaching assistants. Also, John Agnew (a senior from Evergreen State College) assisted full-time as an Educational Intern. Other persons informally supplemented the regular teaching staff during the course of the year as teaching cadets, etc.

This scheduling of extensive periods of time under the direction of a team of teachers and assistants provided greater flexibility than ever experienced here before, a flexibility useful at times for other departments (such as AAD and Science) when they wished to take students on field trips. Such blocking of time in collegios will continue, although all class/collegio size will be cut to about 50, with a team of two teachers and two teaching assistants.

A Footnote about time scheduling: first and second year students were programmed into assigned classes straight through the day, with ½ hour to 45 minutes allotted to lunches. (This method of placing students of this age group under specific supervision at almost all times provided time structuring which adolescents are generally incapable of providing themselves--one of the major reasons for the problems in other "open-classroom, experience-based learning" schools.) The long collegio periods and the activity-learning methods of most classes, however, provided frequent opportunities for socialization, student inter-action, break-times on an informal, unscheduled basis, etc. As a result students seemed to learn more and better without undue pressure or wasted time. Thus "play" and "work" times appeared to be far better integrated than in the traditional scheduling of the separate disciplines in shorter class lengths, student personal development was encouraged, and opportunities for self-discipline and decision-making were provided within a structure which gave constant guidance/support. As Mr. Peter Suazo put it when he visited the school to evaluate the program for FIPSE/HEW, "The overall atmosphere is incredibly relaxed, even casual, but with a pervading sense of direction and purpose manifested by both faculty and students."

* The term "collegio" refers to the grouping of students in the first and second year program of Expository skills, as described above.

The sophomore collegios had four basic goals: 1) skill attainment; 2) personal growth and value development; 3) exposure to classic literature, both ancient and modern; and 4), exposure to and experience with various world cultures. (Formal test results for all grade levels are given following the third year statement.)

The program was interdisciplinary and required that the student integrate the learning matter as much as possible. Therefore we used the history content to teach the English (expository) skills, and the English content (literature) both to teach history, and to give the students an affective insight into the various cultures under study. Literature was also used as a jumping-off point to initiate discussions of ethical problems in a way which made students examine their own values.

The material to be studied was organized thematically as indicated in the course description. The four themes focused on cities, war, rites of passage/initiation (with the emphasis on "coming of age"), and a study of various eastern cultures through the medium of major world religions (Judaism, Islam, Hinduism, and Buddhism). This thematic approach was both interesting and useful, and it had both advantages and disadvantages.

On the positive side, this approach allowed us to take a kaleidoscopic glance at many different cultures, and then later to see them again from a different viewpoint. The students enjoyed the material, especially the themes of cities and war. Because of the nature of the class and the scope of material studied, the students had to do a great deal of research which they then organized into outlines and shared with the whole group. This helped students to polish reading, writing, research, organizational, and communication skills. On the whole, the students felt that this was exciting and stimulating work. It made each sophomore an expert (at least to peers and himself) of a small part of a particular culture, and (because of the group reports) exposed him to a general overview of the culture studied. It often stimulated curiosity, and left the student with the desire to know more. It gave him the tools to be able to find out whatever other material he wanted to know. Much of this work was done on the student's own time, and the student learned quickly how to find his way around both the Seattle Public Library and the University of Washington undergraduate library. (All students this year at the Seattle Prep campus will have full library rights at Seattle University's Lemieux Library.)

The literature studied blended in the cultures and historical events.

Religions of Man	Cities	War	Coming of Age
Old Testament (Selections) Nectar in a Sieve Bhagavad Gita Othello (evil)	Athens and Sparta: Oedipus Rex; London: Chaucer, Canterbury Tales	Antigone (Sophocles); All Quiet on The Western Front	A Separate Peace; Soul Catcher; Catcher in the Rye; When Legends Die; Walkabout (film)

Various short films, short stories, non-fiction articles, poetry, guest lecturers, and field trips were also used to give students as much exposure as possible to the culture and/or theme.

On the negative side, the thematic approach proved to be somewhat frustrating to the student because it was so diffuse and overwhelming. The intensive richness of the cultures studied proved to be a trap because many students wanted more time to study these interesting topics. Also, it was difficult for the students to make relationships between cultures because the approach was thematic, not chronological. It has been decided that the study of cultures is a fine approach, but a chronological, or equivalent, structure is needed. Many of the things we did last year which were successful can and will be used again in a better structured schema. The sophomore teachers also have decided to enrich the program with additional literature. Basically we worked without a history text, and many held this to be a disadvantage since it forced us to spend more time in lectures than we really wanted to. We have since found an excellent text (the Cambridge Introduction to the History of Man), and we feel that it will answer our needs in this area without leading us to abandon our research techniques.

The students did a great deal of expository writing with special emphasis on the paragraph. The papers were graded for grammar, spelling, organization, style, and content; only perfect papers were accepted. The final grade depended on the number of papers completed and accepted. Furthermore, grades were incremental: skills acquired first quarter were presumed and required second quarter, so that an "A" fourth quarter indicated superior achievement for all four quarters. This approach not only taught the students how to write, but also reinforced our goals of personal responsibility, perseverance, and thoroughness ("stick-to-it-ivity"). Many students re-wrote papers a number of times, but felt a justifiable pride when they finally presented the finished and polished product. We could not have achieved these goals without the major assistance of our TA's (seniors) who spent many hours correcting papers and helping students.

This program was satisfying to the teachers and students alike. It was stimulating, exciting, and exhausting. It could easily be used in other schools because the key is not the content itself, but the use of the content to teach the skills. Once the student has mastered the basic expository skills, he has the tools to learn anything on his own. Our group was diverse, including 37 transfer students (out of 131 total for class) who came from many traditional schools. Once the student understood what was required of him, he adapted very well, with only minor exceptions. Most of the students rather enjoyed thinking of themselves as college students and taking the responsibility for learning upon themselves--as they indicated in written evaluation reports at the year's end. They were proud of themselves, and we the teachers were proud of them.

The second year collegio is undergoing major revision in 1976-1977. The second focus, personal and communal growth, will continue with essentially the same goals and methods. The academic program will be altered, since the previous system--good though it was for the attainment of communication

skills and as an introduction to social studies--lacked an underlying structure. The second year program under development is in effect a study of Western and some Eastern history to approximately the 18th Century, but with an approach different from traditional history courses, by focusing on those factors which bring about cultural change and the emergence of new cultural situations.

This integrated concept of history and of social science, enriched with literary material, is ideally suited to the MRC underlying philosophy of seeing our world in a dynamic, rather than a static, viewpoint. Once the process of cultural transformations has been introduced to students (status quo to disequilibrium/to conflict/to conflict resolution/to a new cultural status quo), the students will move into key moments of Western and Eastern history that demonstrate this dynamic process: Egypt/Mesopotamia (farming vs. nomadic life, and the production of wealth and therefore leisure and a priestly caste), Create (merchant trading and creation of an empire with outside influence), Hebrew (evolution of ethical monotheism, as the basis of law and social communities), Rome (development of practical skills through absorption of Greek theory, ideals, and culture), to key Eastern cultures and historical moments, etc.

The program will last the entire year, coupled with program goals of personal and communal growth for the students.

This underlying structure of the forces which bring about dynamic cultural change are very loosely structured on a program entitled LRSS (Life, Resources, and Societal System) which has been in use for the past several years in the Washon Junior High School with great success. It was developed under the direction of Captain (retired) Dorn Barkley who has a background in systems management which he has applied as the structure of this program. Seattle University planners included: Dr. Bernard Steckler of the Chemistry Department and a major contributor to the MRC program (newly appointed Director of Curriculum, Form II, under the FIPSE grant of 1976); Dr. Jim Parry of SU's History Department, another major contributor to MRC planning as a member of the Form II planning committee for two years; and Dr. Albert Mann, also of SU's History Department. The concept and structure have been adopted for MRC, although the content and approaches will be significantly adapted to MRC. Form I faculty who have significantly contributed to the planning include Ms. Margaret Garrison (English), and Mr. John McLean, S.J. (History and Theology). Planning and revision of the program will continue throughout the year, giving the second-year collegio teachers a major task beyond that of merely teaching, and it is expected that planning funds will be used to supply supplementary income corresponding to the extra work, and for outside consultation. **Seattle University personnel also will be extensively involved.**

EXPOSITORY SKILLS I and II - FORMAL EVALUATION

The STEP provided a statistical evaluation of student outcomes at the year's end as follows. (No fall testing was performed.)

Area	Ninth Grade	Tenth Grade
Reading	81 %-ile	90 %-ile
Mechanics of Writing:		
Spelling	80	65
Punctuation and Capitalization	57	56
Social Studies	81	69
English Expression (clarity and style)	65	74

It should be noted that these percentile ratings as given by STEP are not differentiated between urban and non-urban, economic background, type of school (public vs. college preparatory, geographical areas within the U.S., etc.). Therefore, the percentiles indicated above compare our students with the general student population of the U.S.

The statistics above reveal differences between ninth and tenth graders. The tenth graders have a higher percentile standing than the ninth graders on Reading and English Expression (90 and 74 to 81 and 65 respectively). The Reading test of the STEP assesses comprehension, and the English Expression test requires selection of the stylistically most simple phrasing from among otherwise equivalent phrases. It seems likely that the tenth grade collegio experience has positively enhanced these abilities. On the other hand, ninth graders have a higher percentile standing than the tenth graders on Spelling and Social Studies (80 and 81 to 65 and 69 respectively). The ninth graders collegios' concentration on word study (etymology, etc., an element not given ninth graders in the previous year) might account for the spelling results. Since Social Studies is not formally an element of the ninth grade curriculum, it seems likely that the ninth graders' superiority could be attributable to the selection process established for this class (and different from the preceding year) which identified students more aware of the world around them. (That is, students who show greater self-actualizing and the already-present ability to invest themselves in activities of their own choosing.) Such selection seems to draw students with greater awareness of their immediate and more remote environment, an awareness which is reflected in the Social Sciences test statistics. Psychological test results support this.

Causes for the lower achievment of MRC students in language arts areas is under study by faculty and administration, and means for improving student achievement will be explored. Such means include re-evaluation of class material and activities as indicated in the curriculum descriptions, and by such outside agencies as READAK who will offer students an optional program early in 1977.

INTERPRETIVE SCIENCES III

The third-year Interpretive Sciences program, building upon the first two years of Expository Skills, begins 1976-1977 with the topic, The American Experience. Collegio scheduling (i.e., classes in blocks of 2 hours under the direction of a teaching team) will continue, although far more emphasis will be given to individual disciplines (intra-disciplines) of History, Theology, and English (literary Criticism) as such. For the school year 1977-1978, third-year students will pursue The American Experience in a structure that corresponds to their second-year studies of Cultural Transformations (cf. program revision, second year Expos). For the present year, 1976-1977, students will study American History, as well as read extensively in American Literature and political documents. They will also learn the skills of Textual Analysis and Criticism by a systematic study of the three major literary genres: Fiction, Poetry, and Drama.

Theology begins as an independent discipline with three major areas of focus: Scripture (the written foundation of religion, and the methods of reading/interpreting it), Religious/Church History (how religious groups evolve in time from their scriptural foundations, due to the impact of historical events), and Contemporary Problems (current religious and moral questions which today's students face, with an emphasis upon the scriptural foundations and historical data for resolving current issues).

Math faced special difficulties the first year. In a school as small as Matteo Ricci College, homogenization of students according to ability for mathematics would require similar grouping across all other subjects/classes as well. This was rejected since it violates the basic MRC philosophy by creating groups too easily identified by students themselves as intelligent or stupid. As a result, the math faculty found it difficult to challenge advanced students in heterogenous groups. They therefore spent part of their summer in-service training exploring individualized approaches which would allow faster students to proceed at a rate commensurate with their ability, and these approaches will be initiated this second year.

Teaching assistants, highly effective in other departments of the school, were not extensively employed in the math department in the first year, but will be employed this second year to help individualize math instruction more effectively.

The inter-relation of Algebra with Geometry greatly improved student learning efficiency, and the testing at the end of the year seemed to substantiate this teacher impression. Students and teachers seemed pleased with the program, students generally having very positive attitudes about both teachers and the math program, and finding a great deal of satisfaction in what they accomplished. Formal evaluation was as follows:

In the MRC mathematics program, the ninth graders of 1975-1976 provide the first test case. These ninth graders are the first group to experience the integrated algebra-geometry approach to mathematics learning. Two textbooks were used: Modern Algebra Book 1 and Modern School Mathematics Geometry, both of which are in the Dolciani series.

The formal evaluation of the mathematics program used two test instruments, both of which provide national norm groups against which to compare our students. The Mathematics Computation and Mathematics Basic Concepts portions of the Sequential Tests of Educational Progress (STEP) provide tests of basic computational skills and elementary conceptual understanding that should be a part of the general mathematics education of all students. The Cooperative Mathematics--Algebra and Geometry (two separate tests) provide tests of these two particular content areas. Both the STEP and Cooperative Mathematics were administered in the Spring of 1976.

On the Cooperative Mathematics--Algebra test, the ninth graders earned an average score which placed them in the 63-87 percentile band when compared to the urban norm group. It should be noted that this band represents an underestimate of group performance because it is intended to place individuals, not groups. If school mean norms were available, the ninth graders' performance would appear superior. It should also be noted that 5 of the 40 items in the Cooperative Algebra test assessed understanding of concepts that had not been developed in class because the ninth graders have not yet finished the algebra-geometry sequence.

On the Cooperative Mathematics--Geometry test the ninth graders earned an average score which placed them in the 16-49 percentile band when compared to the urban norm group. Again, this underrates the ninth graders'

performance because the band is intended to place individuals rather than groups. Also, 9 of the 40 items assessed understanding of concepts that had not been developed in class because the sequence has not been completed. The algebra and geometry Cooperative Mathematics tests will be re-administered on the completion of the sequence to provide a more accurate assessment of learning in these areas.

In the STEP Basic Math Concepts test, the ninth grade mean was an 89 percentile rank and the tenth grade 88 percentile. On the STEP Math Computation test, ninth graders achieved the 75 mean percentile, and tenth graders the 72 mean percentile. It should be noted that these tests evaluate distinctly different math aptitudes. Also, it should be noted that the percentile ratings given by STEP are not differentiated between urban and non-urban, by economic background, by type of school (public vs. college preparatory), or by geographical areas within the United States. Therefore, the percentiles indicated above compare our students with the general student population in the U.S.

PSYCHO-PHYSICAL DEVELOPMENT EVALUATION

Like the Science Department, Psycho-Physical Development (PPD) had the enormous task of planning a totally unique program from scratch and of producing student materials block by block. This demanded time for planning far beyond needs in normal years. Dr. Hal Lawson of the University of Washington Department of Physical Educational generously worked with department head Judy Placek in program planning, evaluation, and revision as a year-long effort which resulted in an unusually successful year for such an innovative program.

For example, all materials used this year are undergoing revision this summer, and will be substantially included in an undergraduate text for Allyn and Bacon (publication tentatively set for 1977). Besides providing wider dissemination of information about the program, this revision work also will greatly improve the PPD program here at Matteo Ricci College. Also, an article dealing with the program has been submitted and accepted for publication by the Journal of Physical Education and Recreation, and formal presentations at professional institutes and seminars confirmed for the coming year.

PPD faced several obstacles in beginning the program. Facilities were incomplete at the year's beginning, and overall physical facilities were extremely limited by the size of the campus. Students were scheduled into classes straight through the day and no time was left over for play time such as intramurals during which students could apply techniques and insights learned in PPD. (This will be partially corrected 1976-1977 with the introduction of blocks of activity time into the schedule during which students can participate in intramural and other activities.)

A major difficulty with which the PPD faculty struggled all year concerned student preconceptions about the program. Students expected traditional PE format, involving mostly "play time" of sport activities which contrast with "work time" of academic studies. The PPD class, on the other hand, drew extensively from science, math, psychology, literature, etc.--one of the MRC goals of integration. Year-end evaluation, however, indicates that students began to recognize and accept the new approach, and felt it was valuable to them.

The syllabus for PPD is included in the appendix. A copy of a typical work-sheet for class follows this report, as an example of experience-based methodology. Because the goals of PPD, when attained, are primarily in student physical responses as well as in concepts, formal evaluation is difficult to provide. An evaluation goal for this second year will be to identify methods and instruments for more formal evaluation. Formal evaluation for the first year follows:

Soft data is available from a student questionnaire which asked student response to five major areas of PPD: Principles of Conditioning and Nutrition; Biomechanics; Play, Game, and Sport; Martial Arts; Motor Learning. Students responded on a scale from 1 (lowest) to 5 (highest). Questions asked about how enjoyable the unit was, how understandable, how relevant to the student, how much the student learned in his or her own

judgment, and how clear the purpose of the unit was. Overall student response was very positive, averaging between 3.5 and 4.5 on the scale, and not infrequently higher for specific units. Almost 80% of the students in the five areas given above felt that they learned between a moderate amount and a lot--a high evaluation in view of initial student resistance to the distinctively different nature of the program from PE, and the traditionally high critical standards which adolescents have about their teachers and programs.

Because of the distinct nature of PPD activities, only soft evaluation is possible, at least to this point. Outside evaluation by visitors to the program was consistently favorable.

PSYCHO-PHYSICAL DEVELOPMENT
Play, Game and Sport Unit

The goal of this unit is to enable students to gain a better understanding of the role and influences of play, game and sport in our society. The specific purposes of the unit are to provide for each student, experiences which will enable him/her to:

1. identify both intrinsic and extrinsic reasons for their own as well as other persons' participation in play forms (including games, dance, contests, and sport);
2. understand more clearly personal, biological, and cultural factors which influence both their own and the participation of others in play forms;
3. isolate structural differences between and among play, game, dance, contests, and sport -- and to understand how structural differences affect the quality of the experience for the player;
4. understand and better appreciate the nature and demands of the athletic role:
5. identify components of fair play, including the necessity for maintaining equality between opponents and for honoring one's opponent(s);
6. single out some relationships between professional sport and American society.

The unit combines actual participation in play forms by students with lecture-discussion focused upon both the former and out of class assignments. Participation in class will start with pure play, then move to games, then to dance, then to contests, and finally to sport. Outside assignments are also designed to follow this progression. Teachers are charged with the task of helping students to blend these experiences with their assignments, and to integrate them with the supplementary information which peers and the teacher will provide.

The following is a sample of one section of this unit dealing with games. The following assignment was completed the previous week by the students.

Go to an unabridged dictionary. Then, look up each of the words which appears below. Write in the spaces provided the original or root meanings of each word. After reading the meanings for each word as they appear in the dictionary, list 2 or 3 definitions which you think are most common and appropriate today.

Play, Game, Contest

What are some of the reasons why people play? Why do you "play" the activity which you selected for your contract?

By yourself or with a partner, invent a new game which can be enjoyed by members of your class. Describe this game in the space provided below. Describe the game and rules which must be followed, what special equipment (if any) and facilities which you might need, and so on.

Go to a store which has a large inventory of games. Examine the various types of games which are on the store's shelves.

a. In what ways can you classify (or group together) some of the games which you have discovered? How many groupings of games can you determine? What are the items which these games have in common which allow you to classify them together? List these groupings below and identify the basis for the grouping.

During class time, one and one-half periods are consumed by participation in games which students have invented. The teacher has chosen the games in advance on the basis of their creativity, usefulness and safety. The students present the games and participate in them. The teacher lets students resolve among themselves differences in interpretation of rules and/or make new rules where they become necessary. This internal control by peers is essential at this point and will later form a basis for contrast with sport. The latter half of the second period is taken by team pyr: id building to emphasize the cooperative-competitive nature of many games.

The third period is consumed by discussion of the assignments. Key questions in this discussion should be asked to focus upon important points. Some of the questions are:

What are elements of all games?
How are disagreements or arguments settled in games?
Why can we say that a game is played?
What kinds or classifications of games exist?
Why must all players begin as equals in any game?
Why should we honor our opponents in competitive games?
What effect do cheaters have on games?
What effect do quitters have on games?
Which in your opinion is worse and why?

The unit continues by focusing upon contests and the contest ethic and sport.

SCIENCE EVALUATION

The Science faculty was one of the busiest in Matteo Ricci College's first year. Most student course material was generated by the science faculty (with the participation of Seattle University's science faculty) prior to the beginning of the school year and was modified as needed during the course of the year. As a result, approaches and goals which did not seem to achieve desired results were readily shifted toward more effective ones.

To enrich the present IPS program in the first year we will utilize (1976-1977) the Portland Project, an integration of biology, chemistry, psychology, and physics, with information evolving out of experimental work. It is felt that the use of experiments to develop information which is done reasonably well in the IPS program must be carried through all of the three years, and that the sciences are really techniques for the acquisition of knowledge rather than specific information to be learned. (IPS = Introduction to Physical Science.)

The second and third years of the Unified Science Program (and for 1977 following, first year) henceforth will use a model of organization developed by Ohio State University in the FUSE program, known as "modular units." Briefly, a modular unit lasts approximately 8 weeks. For the first two weeks, students work as a class in either a lecture-discussion or class experiment to introduce the major concept under study, from the viewpoint of only one discipline. For the next four weeks, students in small groups are given choices of experiments, readings, lectures, films, problems, and drawings taken from each of the various empirical sciences. In the final two weeks, the students as a class report the information acquired in their particular experiements. This helps them to acquire a feeling for the inter-relatedness of the data and an insight of how the sciences themselves are related (thus, Unified Science). They follow this exercise by working as one large group relating their generalized experience of that modular theme, but applying it to one scientific discipline alone (e.g., chemistry).

Formal evaluation was as follows. Tenth graders who participated in the Unified Science program (most of whom also had taken IPS as ninth graders) scored significantly higher on the TOUS than did the ninth graders or the seniors in Physics (third year of lab science--10th-27.96, 9th-24.45, and 12th-25.05 mean). Since the TOUS examines knowledge of the aims of science and scientific processes, it would appear that the Unified Science Program is inculcating an appreciation of science as a way of looking at the world.

On the Concept Process Test which examines understanding and utilization of specific content and concepts, the seniors scored significantly higher (25.56) than either the ninth (22.08) or 10th (22.04) grade students who did not differ significantly. This is as expected because the seniors have had three years lab science experience. That is, the seniors over 3 years have amassed more of the specific content of the sciences than either the ninth or tenth graders, while ninth and tenth graders manifest a clearer grasp of the nature of and the processes of science.

On the Watson-Glaser Critical Thinking Appraisal, both the ninth and tenth grade raw score averages fell at the 80th percentile when compared with norms for the two age groups. Seniors scored at the 72nd percentile as a mean on the same test. Thus it would seem that the ninth and tenth graders have acquired critical reasoning ability significantly better than the seniors; this growth may be attributed in part to their science (and math) experience.

Similarly, on the STEP (Sequential Test of Educational Progress) Science Test, roughly half of which tests specific scientific content with major emphasis on Biology, the means for ninth and tenth graders fell at 79th and 78th percentiles respectively. This indicates that both groups compare well with national norms on a test requiring knowledge of scientific fact, theory and method/process. (Seniors were not tested for this area.)

EVALUATION OF MORAL AND PSYCHOLOGICAL GROWTH

Two tests were administered to evaluate these two important areas, the Kohlberg Moral Judgment Scale (MJS) and the Personal Orientation Inventory (POI). Each will be described later in this report. Test results are summarized on Table I. (Complete statistical data, including standard deviations and sample sizes, are available upon request.)

The tests were administered in the Fall of 1975 and the Spring of 1976. Since national norms are not provided for these instruments, the test was administered here at MRC and at a control school. We chose for the control school another Jesuit high school in a smaller population center, with a curriculum and methodology more traditional than MRC's.

Standard statistical practice was employed to indicate significant growth or decline of MRC students from fall to spring testing. Two levels of significant difference were employed: .05 (lesser) and .01 (greater). This is, test results due to extraneous factors, (and not the specific quality being tested) such as testing conditions, individual student attitudes toward the test, etc., are in all probability limited to 5 out of 1000 chances (or 1 out of 1000).

No national norms are provided for the MJS. The instrument is of recent origin and no data is available. Furthermore, as will be indicated, our experience leads us to question its reliability.

The POI originators do not supply national norms for their test. (This is one reason why a control school was employed, for comparison purposes.) However, samples are provided in the POI Manual for high school students (not differentiated by grade), and by a group of freshmen entering college. This freshman group is of Mexican-American origin. Although ethnic background may influence or even limit comparisons with MRC students, the comparisons should not be discounted since the sample population are, in fact, entering college. This data provides a minimal "norm" by which to evaluate MRC students, and the information is summarized on Table II, with significant differences indicated. This will be discussed in greater detail in the POI section of this report.

Indication of statistical significant difference fails to reveal one interesting phenomenon in the POI test scores which concerns decline in raw mean scores of the two schools tested (MRC and the control school). Therefore, as indicated in the key to Table I, score declines have been underlined in order to reveal the pattern of declining scores. This pattern will be discussed later under POI evaluation.

STATISTICAL TESTING RESULTS - Moral and Psychological Table I
MRC 1975-1976

Compares MRC students with control school for growth/decline	First Year (9th) Boys Fall/Spring	First Year (9th) Girls F/S	Second Year (10th) Boys F/S	Second Year (10th) Girls F/S
Kohlberg MJS:	63.4/64.9	68.7/68.9	63.9/67.2	68.6/69.7
Control Group	60.8/64.8	63.5/66.0	61.0/64.0	65.9/68.7
POI Sub-Groups:				
1. Time Competent	13.9/14.5	16.3/16.7	14.2/14.1	16.6/16.3
Control Group	13.8/13.9	14.5/14.8	14.2/13.7	14.3/15.2
2. Inner-Directed	*74.9/79.7	79.2/86.9**	76.6/75.9	85.0/87.0
Control Group	74.6/76.1	77.2/79.1	76.7/76.1	78.2/82.9
3. Self-Actualizing Value	18.0/18.4	18.5/19/8*	18.5/17.7	20.3/20.6
Control Group	17.6/17.7	18.7/18.8	18.2/17.3	18.8/19.4
4. Existentiality	**16.9/19.2	19.2/21.7**	18.1/17.6	20.6/22.0
Control Group	17.6/17.4	18.2/18.2	18.3/18.6	19.1/20.3
5. Feeling Reactivity	14.2/14.8	15.1/16.2	14.3/14.5	16.6/16.2
Control Group	13.6/14.7	13.9/15.1	14.9/14.4	15.4/16.1
6. Spontaneity	11.0/11.8	11.4/12.8	**11.6/10.8	12.9/11.7
Control Group	10.7/11.4	11.0/11.8	11.2/12.3	11.8/11.1
7. Self-Regard	10.9/11.3	11.2/12.0	11.1/10.7	12.3/12.1
Control Group	10.6/11.0	11.3/11.2	10.8/10.8	10.7/12.2
8. Self-Acceptance	13.7/14.1	14.7/16.5*	13.6/13.7	15.4/14.8
Control Group	13.5/13.7	14.1/14.7	13.8/14.1	13.9/14.9
9. Constructive View of Man	10.8/10.9	10.8/11.5	11.0/10.5	11.5/11.6
Control Group	10.6/10.6	11.0/11.0	10.8/10.3	10.8/11.3
10. Synergy	6.1/6.1	6.5/7.2**	6.2/5.8	7.2/7.0
Control Group	5.7/5.6	6.4/6.2	6.0/5.5	6.4/6.5
11. Acceptance of Agression	15.5/16.4	15.7/17.2	15.2/14.9	17.2/17.9
Control Group	14.6/15.7	14.9/15.3	15.1/14.8	15.4/16.5
12. Capacity for Intimate Contact	15.5/16.6	16.8/18.3	15.5/15.2	17.6/18.6
Control Group	15.1/15.2	15.1/15.6	16.1/16.2	16.4/17.6

References:

For MJS: Karen A. Maitland and Jacquelin R. Goldman, "Moral Judgment As a Function of Peer Group Interaction," Journal of Personality and Social Psychology, 1974, Vol. 30, No. 5, 699-704.

For POI: Everett L. Shostrom, Actualizing Therapy: Foundations For a Scientific Ethic, EDITS Publishers, San Diego, 1976.

Key:
Lesser statistical significance (.05) indicated by a single asterisk,
Greater statistical significance (.01) indicated by a double asterisk.

Underlined scores indicate a drop in the raw mean score; this decline is statistically significant only once: Spontaneity, 10th grade MRC boys.

STATISTICAL TESTING RESULTS
MRC 1975-1976

Table II

Comparison of MRC results with samples of high school students* and entering college freshmen (Mexican-American)

POI Scale		First Year (9th) Boys Fall/Spring	First Year (9th) Girls F/S	Second Year (10th) Boys F/S	Second Year (10th) Girls F/S
1. Time Competent	MRC	13.9/14.5	16.3/16.7	14.2/14.1	16.6/16.3
	Control	13.8/13.9	14.5/14.8	14.2/13.7	14.3/15.2
	High School Sample	14.4	15.2	14.4	15.2
	Entering College	15.1*	16.2	15.1**	16.2
2. Inner-Directed	MRC	74.9/79.7**	79.2/86.9**	76.6/75.9	85.0/87.0**
	Control	74.6/76.1	77.2/79.1	76.7/76.1	78.2/82.9
	High School Sample	74.4	75.1	74.4	75.1
	Entering College	75.6	76.0	75.6	76.0
3. Self-Actualizing	MRC	18.0/18.4	18.5/19.8	18.5/17.7	20.3/20.6
	Control	17.6/17.7	18.7/18.8	18.2/17.3	18.8/19.4
	High School Sample	17.6	18.8	17.6	18.8
	Entering College	18.8	19.1	18.8**	19.1
4. Existentiality	MRC	16.9/19.2**	19.2/21.7**	18.1/17.6	20.6/22.0**
	Control	17.6/17.4	18.2/18.2	18.3/18.6	19.1/20.3
	High School Sample	16.8	16.5	16.8	16.5
	Entering College	16.7	17.2	16.7	17.2
5. Feeling Reactivity	MRC	14.2/14.8**	15.1/16.2**	14.3/14.5	16.6/16.2**
	Control	13.6/14.7	13.9/15.1	14.9/14.4	15.4/16.1
	High School Sample	13.1	13.7	13.1	13.7
	Entering College	13.8	13.7	13.8	13.7
6. Spontaneity	MRC	11.0/11.8**	11.4/12.8**	11.6/10.8**	12.9/11.7**
	Control	10.7/11.4	11.0/11.8	11.2/12.3	11.8/11.1
	High School Sample	10.3	10.2	10.3	10.2
	Entering College	9.7	9.6	9.7	9.6
7. Self-Regard	MRC	10.9/11.3	11.2/12.0	11.1/10.7	12.3/12.1
	Control	10.6/11.0	11.3/11.2	10.8/10.8	10.7/12.2
	High School Sample	11.0	10.8	11.0	10.8
	Entering College	11.5	11.5	11.5**	11.5
8. Self-Acceptance	MRC	13.7/14.1	14.7/16.5**	13.6/13.7	15.4/14.8
	Control	13.5/13.7	14.1/14.7	13.8/14.1	13.9/14.9
	High School Sample	13.9	14.2	13.9	14.2
	Entering College	13.7	14.3	13.7	14.3
9. Constructive View of Man	MRC	10.8/10.9	10.8/11.5	11.0/10.5	11.5/11.6
	Control	10.6/10.6	11.0/11.0	10.8/10.3	10.8/11.3
	High School Sample	11.2	11.7	11.2	11.7
	Entering College	11.6**	11.9	11.6**	11.9

* The high school sample does not distinguish years, but lumps all three (or four) years together. N.B.: the samples are not intended to be used as national norms, but only as samples. The statistics for the samples are taken from page 12 of the POI Manual (EDITS).

Table II (Contd.)

POI: MRC/Samples

10.	Synergy	MRC	6.1/6.1	6.5/7.2**	6.2/5.8	7.2/7.0
		Control	5.7/5.6	6.4/6.2	6.0/5.5	6.4/6.5
	High School Sample		5.8	6.2	5.8	6.2
	Entering College		6.3	6.6	6.3**	6.6
11.	Acceptance of Aggression	MRC	15.5/16.4**	15.7/17.2**	15.2/14.9	17.2/17.9**
		Control	14.6/15.7	14.9/15.3	15.1/14.8	15.4/16.5
	High School Sample		14.9	15.1	14.9	15.1
	Entering College		15.1	15.0	15.1	15.0
12.	Capacity for Intimate Contact	MRC	15.5/16.6**	16.8/18.3**	15.5/15.2	17.6/18.6**
		Control	15.1/15.2	15.1/15.6	16.1/16.2	16.4/17.6
	High School Sample		14.8	15.0	14.8	15.0
	Entering College		15.6	15.6	15.6	15.6

Key:

1. All comparisons are between MRC only and entering college freshmen, as given in the POI Manual sample, p. 12.

2. MRC students so far outscored the high school sample that the college sample was seen as a better comparison. Also, the college sample seems more appropriate since MRC students are selected especially for this program, whereas there is no indication that the high school POI sample are selected, outstanding students.

3. The asterisk (*) (indicating statistical significant difference) is placed next to the larger of the two means. A single asterisk indicates the lesser (.05) statistical difference; a double asterisk indicates the greater (.01) statistical difference.

4. Of the four groups, only 10th grade sophomore boys (and their control school counterparts) show no significant growth in the second scale, I (Inner-Directed). In fact, they show numerical declines. This might be due to a shift from self-consciousness to listening to others (both peers and authority figures) which MRC stresses. Developmental psychology indicates that this shift occurs earlier for girls, perhaps by two years or more.

KOHLBERG'S MORAL JUDGMENT SCALE (MJS)

The MJS was administered fall and spring to both MRC students and an equivalent student population from another Jesuit high school which acted as a control group for purposes of comparison. The following page indicates the levels of moral development according to basic concepts of Lawrence Kohlberg of Harvard. The test itself is comprised of 15 hypothetical moral dilemmas with six possible resolutions for each dilemma. The six resolutions articulate the six different levels in Kohlberg's schema. Scoring points are awarded according to the level of moral judgment--thus level 3 merits 3 points, level 5 merits 5, etc. A total raw score of 90 is thus possible.

The test is of questionable reliability within our experience. Spring results poorly correlate with fall scores. There were widespread and erratic differences in individual scores; this in turn influenced the standard deviations.

This unreliability of the test instrument may be due to a variety of factors. The test may indeed be unreliable at the present time and in its present form. Second, were testing conditions poor? There is no concrete evidence for this since POI and other tests appear reliable. Third, is the erratic variability due to high student enthusiasm and freshness in the fall, but diminished by spring exhaustion and the total number of evaluation instruments administered? Finally, the visual format of the MJS may have influenced outcomes. The POI and other instruments were formally printed, whereas the MJS was reproduced by mimeograph--neat, but informal in appearance. Students seemed to take other tests more seriously; e.g., they filled in all demographic information on the POI, etc., but often left such information blank on the MJS.

Test results are summarized on Table I. Scores for MRC students (separated according to sex and year) are given on the top line, scores for the control school on the bottom line. The first in each pair of scores indicates fall results, the second (following the slash) indicates spring results.

No significant difference was noted in the MJS, although MRC 10th grade boys show an increase in raw score of almost 4 points. By the year's end, students from both schools moved to relatively equivalent growth, even though students from the control school began the year with lower scores than MRC students in every instance. This may reinforce Piaget's (and to some degree Kohlberg's) thesis that moral (and correlative cognitive) growth occurs regardless of the environment, except where growth is severely impeded by negative factors. Only future evaluation can determine whether this pattern prevails. Moral growth, as opposed to cognitive growth, is an area requiring longer testing spans, and one year's evidence is insufficient to draw conclusions. (Because of the question of test reliability, evaluators are discussing better means of evaluating this area of student growth, although the Kohlberg instrument should not be totally discounted at this point.)

KOHLBERG'S CLASSIFICATION OF MORAL JUDGMENT INTO LEVELS AND STAGES OF DEVELOPMENT

LEVEL	BASIS OF MORAL JUDGMENT	STAGE OF DEVELOPMENT
I	Moral value resides in external, quasi-physical happenings, in bad acts, or in quasi-physical needs rather than in persons and standards.	Stage 1: Obedience and punishment orientation. Egocentric deference to superior power or prestige, or a trouble-avoiding set. Objective responsibility. Stage 2: Naively egoistic orientation. Right action is that instrumentally satisfying the self's needs and occasionally others'. Awareness of relativism of value to each actor's needs and perspective. Naive egalitarianism and orientation to exchange and reciprocity.
II	Moral value resides in performing good or right roles, in maintaining the conventional order and the expectancies of others.	Stage 3: Good-boy orientation. Orientation to approval and to pleasing and helping others. Conformity to stereotypical images of majority or natural role behavior, and judgment by intensions. Stage 4: Authority and social-order maintaining orientation. Orientation to "doing duty" and to showing respect for authority and maintaining the given social order for its own sake. Regard for earned expectations of others.
III	Moral value resides in conformity by the self to shared or shareable standards, rights, or duties.	Stage 5: Contractual legalistic orientation. Recognition of an arbitrary element or starting point in rules or expectations for the sake of agreement. Duty defined in terms of contract, general avoidance of violation of the will or rights of others, and majority will and welfare. Stage 6: Conscience or principle orientation. Orientation not only to actually ordained social rules but to principles of choice involving appeal to logical universality and consistency. Orientation to conscience as a directing agent and to mutual respect and trust.

PERSONAL ORIENTATION INVENTORY (POI)

Matteo Ricci College was founded and developed on some basic premises from a broad spectrum of educational and humanistic psychologists. Thus we drew from Piaget and Kohlberg the thesis that learning is sequential, and new learning is induced by introducing problems (within the student's present capabilities) which require a new integration of knowledge to solve. (Kohlberg calls this process "disequilibrium.")

The program drew most heavily from the humanistic psychology of Abraham Maslow, Everett Shostrom, Carl Rogers and others that effective learning is best achieved when the whole personality of the learner is involved--mind, body, emotions. Such learning involves a self-discovery of one's environment. The learner actively deals with materials of relevant meaning to him. He learns "by doing" in a low-threat environment which structures and emphasizes cooperative student interaction, self-criticism, and self-evaluation. (Other writers whose concepts shaped MRC goals include William Glasser, Jerome Bruner, Eric Berne, and the four-century old tradition of Jesuit education itself.)

The Personal Orientation Inventory (POI), constructed by Everett Shostrom, Director of the Institute of Actualizing Therapy in Santa Anna, California, was chosen to measure student growth because it best isolated and evaluated specific philosophical and psychological growth goals of the MRC student. A summary of the characteristics tested by the POI is given on the following page. One of the basic scales (Inner-Directed) and six of the sub-scales (Existentiality, Feeling Reactivity, Self-Acceptance, Synergy, Acceptance of Aggression, and Capacity for Intimate Contact) appear to refer directly to MRC goals.

Test results are summarized on Table I. Scores for MRC students (differentiated by grade and sex) are given on the top line, and scores for the control group on the following line, for each scale of the POI. The figure to the left of the (/) indicates fall (1975) raw score, and the figure to the right the spring (1976) score. Significant difference at the .05 level is indicated by a single asterisk, and difference at the .01 level (greater) by double asterisks. (Note that MRC tenth grade boys record the only significant decline, in Spontaneity.)

Table II records scores of both MRC and the control school students for comparison with the POI samples (not norms) for high school students and freshmen entering college. (Data is provided in the POI test manual.) The college population sample is of Mexican-American origin, distinctly different from the ethnic make-up of MRC students. Nonetheless, the college population are considered eligible for entering college, and thus a minimum point of comparison with MRC students is possible and should not be totally discounted. As indicated in the key, MRC students so outscored the high school sample that comparisons were made with the entering-college sample in determining significant difference.

For the purposes of MRC evaluation, comparison will be primarily focused upon the MRC and the control group. Comparisons with the POI samples will be made only to provide perspective for the primary comparisons.

SCALES OF THE PERSONAL ORIENTATION INVENTORY

Two Basic Scales:

TIME COMPETENCE (T_C): Living meaningfully in the present, rather than in the past or the future.

INNER DIRECTED (I): Independent, self-supportive, rather than dependent and seeking support of others' views.

Ten Subsidiary Scales:

SELF-ACTUALIZING VALUES (SAV): Affirmation of the primary values of self-actualizing people.

EXISTENTIALITY (Ex): Ability to react situationally or existentially without rigid adherence to principles.

FEELING REACTIVITY (Fr): Sensitivity of response to one's own needs and feelings.

SPONTANEITY (S): Freedom to react spontaneously or to be oneself.

SELF REGARD (Sr): Affirmation of self because of worth or strength.

SELF ACCEPTANCE (Sa): Affirmation or acceptance of self in spite of weakness or deficiencies.

NATURE OF MAN (Nc): Degree of the constructive view of the nature of man, masculinity, and femininity.

SYNERGY (Sy): Ability to be synergistic, to transcend dichotomies.

ACCEPTANCE OF AGGRESSION (A): Ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression.

CAPACITY FOR INTIMATE CONTACT (C): Ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations.

Inspection of Table I indicates growth for the MRC ninth graders in several areas of self-actualization. MRC ninth grade boys and girls both showed a significantly greater gain over the year than did the control school in Inner-Direction and Existentiality--two primary developmental goals of the MRC program. MRC ninth grade girls showed a significantly greater gain than did the control ninth grade girls in Self-Actualizing Values, Self-Acceptance, and Synergy--the latter two being primary MRC goals. Results for the tenth graders was not so dramatic. Nonsignificant differences in change scores for the two schools were found for all scales of the POI, except for one negative result: the MRC tenth grade boys showed a loss of spontaneity over the year while the control tenth grade boys showed a gain. The tenth grade girls started the year at high levels of self-actualizing (as indicated in initial testing results), so that the lack of gain is not so disappointing.

Comparison of MRC students' spring scores with the POI sample of freshmen entering college provides a perspective by which to interpret the growth and decline of MRC students, as discussed above and as stated on Table I. Table II, which tabulates MRC and the POI samples, shows that MRC students spring scores are significantly higher in 5 out of 7 scales which measure values of direct importance to the MRC program: Inner-Directed (I), Self-Actualizing Value (SAV), Existentiality (Ex), Self-Acceptance (Sa), and Synergy (Sy). For each of the scales in which MRC students showed significant growth over the control school, MRC students also show significantly higher scores than the POI college freshmen sample, with the one exception of MRC ninth grade girls in Self-Actualizing Values (Sav). Even though MRC tenth grade boys showed a significant loss of Spontaneity (S) when compared with the control school, they significantly outscore the POI sample, as do all the MRC students, on this particular scale. Furthermore, MRC students fell below the POI college freshmen sample, to a significant difference, only 7 times. Five of those seven significantly lower scores refer to MRC tenth grade boys. (This will be discussed shortly.)

These comparisons would imply that the selection process for admitting students to MRC effectively identifies the students best suited to the program.

The difference in scores between MRC and the control school, as summarized in Table I, may in part reflect that the greater Seattle area has a larger number of well-educated and professional families than the city of the control school. It was expected that the MRC program would attract students from such families, as did the Seattle Preparatory School program before it, although the MRC program draws students from a far wider area than the Prep program did.

Observation on MRC tenth grade boys' scores: As noted above, MRC tenth grade boys show the only significant decline (in Spontaneity) when compared with the control school. It has also been noted that they accounted for five of the seven significantly lower MRC scores when compared with the POI college freshman sample.

On Table I, decline in raw mean scores between fall and spring have been underlined; a pattern thus becomes visible. Tenth grade boys of both schools dropped 17 out of 24 possible times. MRC boys dropped the most--10 of the 17, once to a significant level of .01 (Spontaneity).

It is difficult to interpret the significance of this decline in scores. Although 10th grade boys from both schools show decline, IRC boys declined most frequently. It would seem at least to indicate that adolescence is especially turbulent and personally threatening for 10th graders--girls to a lesser degree than boys. The question, however, remains: why did IRC boys decline the most? Future evaluation and experience may help formally corroborate this interpretation, a phenomenon which sophomore teachers have known intuitively and experientially for years.

(Complete statistical information and in-depth analysis of the POI and MJS data is available upon request.)

OVERALL COGNITIVE EVALUATION RESULTS

Because Matteo Ricci College is a unique and innovative program with specific educational and developmental goals, evaluation instruments were chosen which best align with and most effectively measure desired outcomes. Thus, we selected the Kohlberg MJS and Actualizing Psychology's POI instruments, summarized earlier. Because the school so heavily emphasizes learning skills and processes, we chose the Test of Understanding Science (TOUS), and the Watson-Glaser Critical Thinking Appraisal. Because the school is committed to communicating to students the most important elements of past history together with that knowledge most relevent for learning to understand and cope with the students' emerging world, we identified a content-oriented instrument which would provide national norms against which to compare MRC student achievment, STEP (Sequential Tests of Educational Progress). Statistical data is summarized on Table III, and individual items have been discussed department-by-department earlier in this report.

Looking at overall results on Table III, it is clear that MRC students excelled in several program goals. This was to be expected to some degree, given the caliber of student which MRC would attract. No statistics for students were accumulated by pre-testing in or before fall, 1975--given the pace with which the program developed and initiated. However, the principal's projections of "Scholastic Ability and Promise of 1976-1977 Freshman class" offers a comparison point:

SCHOLASTIC ABILITY AND PROMISE OF 1976-77 FRESHMAN CLASS

The teacher evaluation has provided us with the most consistent estimator of a student's performance. Hence these statistics are compiled from that section of the applications.

	Mastery of English Fundamentals		Reading Ability and Comprehension		Arithmetic: Computation Concepts, Problem Solving	
Superior	46	25.8%	61	34.2%	41	23.0%
Above Average	76	42.7%	63	35.4%	67	37.6%
Average	46	25.8%	39	21.9%	65	36.5%
Below Average	10	5.5%	6	3.4%	5	2.8%
Inferior Lacking	0	00.0%	0	0.0%	0	0.0%
	Estimated GPA=2.88		Estimated GPA=2.90		Estimated GPA=2.80	

Working from Table III (Cognitive Evaluation Summary), it should be noted that no formal cognitive pre-testing was performed in the Fall of 1975. We were unable to establish formal evaluation procedures because of time and the rush of general program planning. Evaluation, therefore, relies essentially upon year-end outcomes.

However, the DAT (Differential Aptitude Test) was given to ninth graders in the fall, and this can provide minimal testing information against which to compare year-end testing. Recognizing that this comparison across tests (DAT to STEP, etc.) provides only a general observation, it appears that MRC students improved exceptionally in Math and (Science), but not as well in

STATISTICAL TESTING RESULTS - Cognitive/Academic Table III
MPC 1975-1976

Test	First Year (9th) Mean Score	%-ile Band		Second Year (10th) Mean Score	%-ile Band
DAT (Differential Aptitude Test) Administered October 1975					
Numerical Ability					
Boys	24.03	70		(Only 9th graders tested)	
Girls	24.56	70			
Verbal Reasoning					
Boys	29.54	72		(Only 9th graders tested)	
Girls	33.09	79			
STEP (Sequential Testing of Educational Progress) Administered Spring 1976		Explanation of symbols on following page			
Math Basic Concepts	452.4	86 - 91; 89	=	454.8	85 - 90; 88
Reading	462.8	79 - 84; 81	<	469.0	88 - 92; 90
Science	447.5	76 - 82; 79	=	450.4	74 - 81; 78
Mechanics of Writing					
Spelling	449.0	76 - 84; 80	>	448.3	60 - 69; 65
Punctuation and Capitalization	446.0	52 - 61; 57	=	447.8	52 - 60; 56
Social Studies	450.0	78 - 83; 81	>	450.3	64 - 73; 69
English Expression	447.6	62 - 68; 65	<	453.7	71 - 78; 74
Math Computation	465.9	70 - 79; 75	=	468.7	67 - 76; 72
Watson-Glaser Critical Thinking Appraisal	60.15	80		64.20	80
Comparison Group: Seniors		Raw mean score: 70.58			72%-ile
Test of Understanding Science	24.45	(Not available)		27.96	(Not available)
Comparison Group: Seniors, physics		Raw mean score: 25.04			
Concept-Process Test (Content)	22.18	(Not available)		22.04	(Not available)
Comparison Group: Seniors, physics		Raw mean score: 25.56			

language arts. (Cf. comments in Program Development and Evaluation for Expository Skills department.) Causes for the lower achievement of MRC students in language arts areas is under study by faculty and administration, and means for improving student achievement will be explored. (Even though MRC students did not perform uniformly in all areas of the curriculum, it should be noted that test results are at least respectable to exceptional.)

With regard to students' critical thinking and their perception of learning processes, achievement was remarkably high. The Watson-Glaser Critical Thinking Appraisal consists of a series of test exercises which require the application of some of the important abilities involved in critical thinking. The exercises include problems, statements, arguments, and interpretations of data similar to those which a citizen in a democracy might encounter in his daily life as he works, reads newspapers or magazine articles, hears speeches, participates in discussions on various issues, etc. The five subtests are as follows:

Test 1: Inference; 20 items

Test 2: Recognition of Assumptions; 16 items

Test 3: Deduction; 25 items

Test 4: Interpretation; 24 items

Test 5: Evaluation of Arguments; 15 items....

"(T)he following abilities...appear to be related to the concept of critical thinking:

1. The ability to define a problem
2. The ability to select pertinent information for the solution of a problem.
3. The ability to recognize stated and unstated assumptions.
4. The ability to formulate and select relevant and promising hypotheses.
5. The ability to draw conclusions validly and to judge the validity of inferences." (Appraisal Test Manual, Harcourt-Brace, 1964, pp. 2 and 10.)

The test was administered to first and second year MRC students, and (for a comparison group) to seniors of the Seattle Prep program who were taking the demanding Physics course as their third year of laboratory science. Both first and second year students achieved the 80 %-ile as a class mean, whereas the seniors achieved the 72 %-ile. That MRC 9th and 10th grade students could out-perform the seniors is a remarkable achievement, even without the clear comparisons which pre-testing would provide. The seniors were the top students of their class, originally admitted to the Seattle Prep program because of their high academic record, and they have completed two full previous years of lab science.

The Watson-Glaser data is supported by The Test of Understanding Science (TOUS). "This test scores according to four areas of understanding: the scientific enterprise, scientists, methods and aims of science, and total." (Buros Mental Measurements Yearbook, 7th edition, p. 804.) On the TOUS, first year students scored 24.45 (raw mean), the second year students 27.96, and the seniors Physics students 25.04. (We have not be able to obtain in the Seattle

area the percentile equivalents for TOUS.) That is, first year students roughly equaled senior achievement, according to this test, while 10th graders scored almost 3 (raw mean score) points higher, a remarkable figure for a score scale so low in total raw points.

The Concept-Process Test was administered primarily to evaluate the science program, and is discussed in the department report. It should be noted that it examines content knowledge more than does the Watson-Glaser or the TOUS, and thus the superior achievement of the senior comparison-class was expected. We have been unable to obtain within the Seattle area a test manual with percentile equivalents; only raw scores are given.

A P P E N D I C E S

A. Curriculum Course Descriptions, 1975-1976

B. Academic Standards

C. Administration Evaluation Form

D. Classroom Evaluation Form

E. Bloom's Taxonomy and Test Construction

F. Media coverage of MRC

1) Northwest Progress

2) Tacoma News Tribune

3) Seattle Post-Intelligencer

4) Notre-Dame Journal of Education

APPENDIX A

Curriculum Course Descriptions, 1975-1976

Artistic and Aesthetic Development, Year One (AAD)

Expos/Interpretive Sciences, Year One

Expos/Interpretive Sciences, Year Two

Foreign Language, French I

Foreign Language, French II

Foreign Language, Spanish I

Foreign Language, Spanish II

Mathematics, Year One

Psycho-Physical Development, Year One (PPD)

Psycho-Physical Development, Year Two (PPD)

Religious Education, Year One

Religious Education, Year Two

Science, Introduction

Unified Science, Year One
Unified Science, Year Two
Unified Science, Year Three

Course Title: Sensory Development and Art Lab: Basic Elements and Principles

Description: To increase the students' capacities to experience and make decisions about aesthetic qualities in man-made and natural objects and events in his environment, through encounters with dance, drama, visual arts, and music.

Learning Objectives: During the first year the student will participate in two courses,

1. Sensory Development: This course focuses on expanding sense perception about aesthetic qualities of time, space, motion, sound, rhythm, color and light, which underlie all of the arts and the environment.

   The objectives of the course include the following:

   a) To use basic descriptive vocabulary in discussing aesthetic qualities in the arts and the environment.
   b) To convey motion using a two or three dimensional medium.
   c) To describe and explore variations in weight, time and effort patterns in movement.
   d) To construct simple compositions in a variety of media.
   e) To improvise situations in which spatial relationships convey various moods.
   f) To describe and evaluate the psychological effects of different sounds in art forms and in the environment.
   g) To perform a composition of sounds and movement.
   h) To design color schemes and mix colors.
   i) To verbally respond to the use of color in material and man-made art.
   j) To differentiate between qualities of light and shadow.
   k) To construct simple light modulators.
   l) To verbally respond to the psychological impact of various rhythms in combinations with other factors.
   m) To differentiate among the ways time is used and expressed in the various art forms.

2. Art Laboratory: A course dealing in basic elements and principles in artistic expression. Students are guided through a series of in and out of class experiments which are designed to bring about personal assimilation (not standard definition) of the basic elements and principles used in artistic expression. Special attention is paid to fostering the imaginative and creative character of each student. Overall thrust for this class is rooted in the idea that each student has creative, artistic abilities which are enhanced when principles, materials and techniques are more fully understood.

   The objectives include the following:

   a) To conceptualize and apply the basic elements in two and three-dimensional art: line, form (shape), color, tone, texture, space.

b) To conceptualize and apply basic principles behind artistic expression in two and three dimensional art: design, composition, visual expression, imagination, intellect and materials.

Procedures/Methodology: Approximately one to two weeks of class time are devoted to experimentation with each of the above Basic Elements and principles which underlie artistic expression. Each student is required to conceptualize the Basic Elements in terms of personal understanding based on experimentation. Basic materials and techniques for using them effectively, are introduced throughout the semester, culminating in an experiment which combines the basic elements and principles. Term sheets are published at the beginning of each semester. Students are required to define each in written form, again, based on personal experience and research.

A daily "Involvement Evaluation" is answered by each student during the last ten minutes of the class. It measures on a day-to-day basis, the individual student's capacities for analysis, synthesis, physical and mental involvement. Scores from which reflect directly as 1/3 of the letter grade and all of the effort number. (A-1)

Comprehensive tests are administered on a "take-home" basis at mid-term and the end of the semester. Scores in this area reflect as 1/3 of the letter grade only.

Every student is also required to keep an ongoing notebook which contains all of the in-and out-of-class experiments in chronological order, class notes and personal work. This makes up the last 1/3 of the letter grade. Overall thrust for this class is rooted in the idea that each student has creative, artistic abilities which come to the surface when principles, materials, and techniques are more fully understood.

Books/Study Sources: There is no required text for this class. A dictionary is essential, however, as a beginning for term concepts, though such dictionary definitions should not be the end result. Out-of-class experiments are assigned to reinforce the student's personal learning experience. Students can choose to do outside reading based on individual preference. Art prints, professional artist demonstrations, field trips, films and actual pieces of artwork are employed as sources of discussion and criticism.

Course Title: EXPOSITORY SKILLS, YEAR ONE

Description: The overall goal of the first year program is facility at communication. This includes emotional awareness, imaginative freedom, responsible participation in small group discussion and training in discussion techniques, functioning curiosity, the ability to locate and use simple library sources, fundamental English grammar (for writing and speaking, and as preparation for foreign language study), outlining, awareness of current affairs, awareness of personal culture and family history, and writing paragraphs (lucid well-organized), on the intellectual level of a fifteen-year-old.

Statement of Purpose: The primary, absolute and overriding goal of the program in Interpretive Sciences for the first year is communication. The foundation must be laid for effective interpersonal communications during the remainder of the program at Matteo Ricci College and even more importantly for the student's life.

There are two spheres of communication in which any person must eventually engage. These are personal and professional. The realm of personal communication is most directly influenced by the personal formation we receive from our earliest experience in our families. This is not in any way outside of the concern of the College faculty; their responsibility will be to correct, improve, or enrich the formation the students have already received in their homes. Our competence in professional spheres of communication is more uniquely the result of our academic experience. Consequently a certain primacy (but by no means exclusivity) is granted to the realm of expository communication, that communication of fact and opinion which will form the basis of any professional communication in the future, however precise and specialized it may become.

Oral communication being the basis of written, the program (in conjunction with the religious development personnel) will focus on the analysis of, and growth in, small group discussion and other ordinary forms of social interaction. There will always be, of course, room for improvement and needs for growth in this area, but a certain ability should already exist in this area. The primary contribution of the expository skills program would be to introduce increasing thoughtfulness and reflectivity to the process.

The student presumably will not have had the same amount of practice at writing that he will have had at talking. Therefore, the expository skills class will be for the most part devoted to the development and perfection of this skill. This will be the priority of this year of study in this subject area.

As a result of this training, the student should manifest growth in the following seven arenas or general learning objectives. It will be the teachers' responsibility to watch for and cultivate growth in them to maintain a balance and harmony, personalizing the program of instruction for each student.

General Learning Objectives:

ARENA I: Imaginative Communication

Through role-playing, animation, characterization, and through the integrated experiences of the Art Lab and Sensory Development programs, the student should manifest an increasing freedom with and delight in the use of his imagination with special primacy in this class for his aural imaginative powers. Beginning with the pleasure of sounds in themselves he will move through an experience of their subliminal effects (onomatopoeia and suggestive language) to some ability at manipulating sounds and words to achieve an effect apart from or beyond their simply connotative meaning.

ARENA II: Discursive Communication

Through reports, outlines, summaries and other ordinary expository writing forms, the student will manifest growth in understanding his own thoughts (beginning to be aware of the learning process: Lonergan's trinity of experience, understanding, and judgment) and in evaluating and improving the effectiveness of his writing as adequate communication of that thought. This will include:

A. Sentence Criticism

1. Does it say a thought?
2. Is the thought it says the one I meant?

B. Paragraph Criticism

1. Does it deal with one idea?
2. Is that idea clearly expressed in a topic sentence?
3. Does it develop the idea adequately?

C. Theme Criticism

1. Does it deal with one problem?
2. Does it say something important?
3. Does the relationship of the successive ideas appear clearly enough?

ARENA III: Awareness - Words

Through a study of etymology and basic Greek and Latin word roots the student will come to the ability to intelligently derive the meanings of new words out of these linguistic traditions. He will also come to be able playfully to make up some new words from the same traditions. The purpose of this section is to give the student an appreciation of how words mean, beyond the simple what they mean. The language development task force for the new College put it very well: "to learn to treat words as persons."

ARENA IV: Awareness - Persons

Through group activities, both verbal and non-verbal, the student should come to a deeper awareness of his own inner landscape of emotions, thoughts and desires and to a reverence for the inner experiences of others, especially his classmates. He should also come to some ability in the description and expression of emotion and the impacts of persons on other persons.

ARENA V: Awareness - School

Through an examination of his experience in other classes and in the College in general, the student should come to some understanding and articulation of the scope and goals of Matteo Ricci College, and he should begin to exercise some of the initiative and care for the direction of his own actions and learning attempts.

ARENA VI: Awareness - Culture

Through exploring the student's own ethnic and cultural background, the student should come to an awareness of the meaning of culture in human life (albeit general and germinal at this stage). This is in preparation or anticipation for the cross-cultural studies of the second year and aims more at making the student aware that there are other cultures and that they are good, etc. Some attention to genealogy and research skills is currently the preferred method here.

ARENA VII: Awareness - Current Affairs

Through a careful study of newspapers and other media, progressing from the immediate interests of the students and expanding to more general and universal issues, the student should come to some insight into the diversity and interrelatedness of contemporary man's experience.

Please note that, in the above five areas, the word "awareness" is used in a somewhat specialized sense: When we speak of awareness here, we mean both self- and other-awareness. Hopefully, the student will grow through a simultaneous or dialectical awareness of what is within him, how he affects his environment and especially its personal members and how his environment affects him, again with special attention to its personal elements.

That is, to begin the Matteo Ricci College study of how we discover ourselves in language, and how language shapes our lives and our thoughts.

Course Title: EXPOSITORY SKILLS, YEAR TWO

Description: In the second year of the Matteo Ricci College program, students participate in a collegio which emphasizes cross-cultural studies. Cross-cultural studies explore a thematic approach to major civilizations through history in the Western and Eastern Worlds. In Western civilizations the themes primarily emphasize: (1) CITIES - the formation of human communities as a particular response to environment of an individual people in a certain time; (2) WAR - the study of the values for which people fight and which bring them into conflicts with other communities; (3) COMING OF AGE: a consideration of the various cultural rites and rituals signifying the transition from childhood to adulthood; (4) PEOPLE AND THEIR GOD: a consideration of how the cultures of various peoples determine and are determined by their relationship to their God. This theme provides the transition into Eastern cultures in the second semester. The themes for the East basically will be explored through Eastern literature and center on religion and daily life.

As in the first year, the second year aims at polishing specific communication skills: expository and creative writing, outlining, researching, reading, discussion and listening skills, notetaking and speaking.

Learning Objectives:

A. Expository Writing: the student will acquire the basic writing skills to write clear, concise and descriptive expository prose.

B. Creative Writing: the student will combine factual information, standard English mechanics and personal creativity in well organized and interesting prose and/or poetry.

C. Research:

1) short research: the student will gather information from various sources and organize it into a complete, concise outline.

2) long research: the student will gather information from various sources, plan a means of presentation, organize the information into an outline, present the information in either standard term paper form or creative alternatives, interpret the information and substantiate his/her findings.

D. Classical Humanities: the student will be presented the fundamental questions of the humanities: (1) What is Man? (2) Why is he on earth? (3) how should he conduct himself? (4) What is his relationship with God? (5) What is his place in society? (6) What is his place in the universe? The student will read and discuss these themes by studying selected classical works, e.g. Oedipus Rex.

E. Literary Genre: the student will read or listen to a variety of works from different literary genre (poetry, drama, essay, novel, short story) which are pertinent to the themes under consideration.

F. Values Clarification: the student will be presented with the questions 1) What do I believe? 2) Why do I believe this? 3) What behaviors (lifestyle) does this belief entail? The student will present his views through discussion and writing by comparing and contrasting them with the views and moral positions of others, e.g. Sartre, Marx, Jesus, Skinner.

G. Judeo-Christian Values: the student will be presented with the Judeo-Christian viewpoint which affirms every human as a loved creation of God, in possession of unlimited worth. Furthermore, the student will be presented with the implications and ramifications of this belief in moral values. And finally, the student will be exposed to contrasting religious and anti-religious experiences.

H. Community: the student will be presented with the various groups to which he/she belongs and be asked to consider how this affects his/her personal life and the life of the various groups, e.g. family, collegio, peer groups, school, Seattle, etc.

Procedures/Methodology:

A. Procedures for development of student's ability to collect, organize and utilize data.

1) Research paper on major contributor to World Literature, History Philosophy or Religion.

2) Observance and note-taking at the Seattle Art Museum: art of the Classical Period, i.e. Greece; Nepal: Where the Gods are Young.

3) Research Project on Seattle: problems and solutions in a modern city:

a. organize and write a letter to procure a major citizen of/in the Seattle area,
b. phone for an in-person interview,
c. interview,
d. capsulize interview into understandable manner for simulated city council meeting,
e. participate as major citizen in simulated city council giving views and stands on various issues.

4) Short Writing Assignments:

a. answering study questions utilizing information gathered from several different sources on a topic,
b. writing annotations on books, magazine articles and critical reviews,
c. short character sketch of individuals from major time periods containing a detailed account of the individual's contribution to the city, time and arena of thought,
d. student rewrites short assignments until they are perfect.

5) Creative Writing Assignments:

a. detailed account of a major disaster which hits one of the ancient capitals utilizing fact and imagination,
b. personal reaction from one of the townspeople anticipating the arrival of the king or emperor.

6) Mechanics of English:

a. continuous writing assignments which are continually corrected and checked until perfect,
b. sentence diagraming,
c. writing labs,
e. individual tracking of students with evaluation.

B. Procedures for the development of student's ability to operate as independent thinker, as well as the ability to communicate effectively.

1) Small group discussions concerning course content, e.g. novels, articles, poems, etc.

example: Individual reaction to Catcher in the Rye, Salinger.
Personal stand on topic from the novel and justification contextually.
Interaction with peers in small groups to answer questions on the novel.

2) Lectures-Dissemination of information:

a. Socratic dialogue (large and small groups),
b. encouraging student questioning,
c. presentation of questions, values, etc. for students to refute based upon evidence and fact.

3) Presentation of varying viewpoints in any area under study:

a. films, recordings to stimulate thought, individuality and growth,
b. immediate response through discussion,
c. take-home assignments requiring information and thought,
d. instructor playing "devil's advocate" to stimulate thought and facilitate clear thinking and effective communication, as well as to increase student awareness of divergent views,
e. requiring serious listening and the art of plain speaking from the student.

4) Expository writing:

a. selecting topics upon which the student is required to take and support a personal stand,
b. requiring the student to communicate his/her thought in writing clearly, completely and concisely,
c. emphasizing and studying the need for standard mechanics and effective style as a means for communicating unique and creative thoughts, ideas, opinions and attitudes.

Books/Study Sources:

Oedipus Rex, Sophocles
Antigone, Sophocles
All Quiet on the Western Front, Remarque
World War I poetry of Wilfred Owen, Siegfried Sasson, Rupert Brooke
Separate Peace, Knowles
Catcher in the Rye, Salinger
When Legends Die, Borland
Soul Catcher, Herbert
The Chosen, Potek
Nectar in a Sieve, Markandaya
The Good Earth, Buck

Scriptural Excerpts from: the Old Testament
the Torah
the Pentateuch
the Koran
Mahabharata, Ramayana, Pachantantra
I Ching

Guest Lecturers include:
Dr. Albert Mann - Ancient Egypt
Dr. Giovanni Costigan - The Nature of War
Dr. J. Smith - The Psychology of Oedipus the King
Dr. Robert Loper (director) - The Production of Oedipus in Ashland
Dr. Henriette Klauser - Life in Medieval London-Chaucer
Fr. Denis Dennehy - French Influence on English Language
Mr. David Chandler - From Latin into Spanish
Mr. Richard Buhrer - History of the Punic Wars
Fr. Ronald Funke - The Architecture of Rome
The Architecture of Greece
Rabbi Jacob Singer - Judaism from its Origins to Now

Films and Slides include:
Walkabout
The Birds
Coming of Age in New Guinea
The Nomads
Sands of Time
Something Beautiful for God
The Great War
East Meets West

FOREIGN LANGUAGE

Course Title: FRENCH I

Description: The beginnings of the program in French, involving emphasis on simple grammatical patterns. The experiencing of short and simple sentences.

Learning Objectives:

1. The ability to listen to and, for the most part, to understand the lesson tapes of Cours de langue et de civilisation francaises. Lessons 1 - 35.
2. The ability to repeat verbally the tapes and to work variations on the material of the lessons. For example, from the beginning to work with the expression C'est, to see all the different ways in which this expression may be employed in the language.
3. The ability to do the simple kind of work involved in reading the text. For instance to know the colors, to employ them by noticing the way they are written in the text.
4. The ability to answer back in writing, in complete sentences, the material of the lessons. For instance, to take the colors and employ them in sentences of one's own.

(The specifics of the course are too numerous to be listed here. They can be found in lessons 1 - 35 in the text. They include the present, future, passé composé of the verb, the use of nouns and adjectives.)

Procedure/Methodology: Cover lessons 1 - 35 in Cours de langue et de civilisation francaises. We will employ the fourfold method of listening, repeating, reading, and writing the material of each lesson.

We will also listen to the taped parts of each lesson and be prepared to repeat them and to work simple variations on the text. For instance, take the material from lesson 9, le portrait de Pierre. Pierre a des cheveux.... I would work the following variation: Pierre, a-t-il des cheveux. Combien a-t-il des cheveux. De quelle couleur sont ses cheveux. Ou sont ses cheveux. The student would be required to answer to each of these questions, and then to pose the same question to another in the class.

Books/Study Sources:

Mauger's Cours de langue et de civilisation francaises, I.

Course Title: FRENCH II

Description: A continuation of French I, the course attempts to bring the student another step forward in his comprehension of the language. Again the emphasis is on complete sentences and simple grammatical structures.

Learning Objectives: Again we attempt to embody all four aspects of language in the course.

Ability to understand the spoken language: The student is introduced to more demanding grammatical structures than he encountered in his first year. He goes on to study the pronouns and the other tenses of the verb. This is done by listening to each lesson as it is portrayed on tape.

Ability to speak the language: The student verbalizes back the exact sentence he has heard. Afterward, there is an attempt to work variations on the sentence structure, with attention being given to the grammatical topic of the lesson.

Ability to read: The student is required to read in an understandable fashion the test as it is in the book.

Ability to write: The student is asked to write sentences, some of his own invention, imitating the grammatical structure of the lesson under investigation.

Books/Study Sources:

Cours de langue et de civilisation francaises, by G. Mauger

Course Title: SPANISH I

Description: This course is a study in the very basic grammatical tools of the Spanish language and a selected range of vocabulary. The emphasis is on the manipulation of these grammatical and vocabulary tools principally in speaking, and also in reading and writing the language.

Learning Objectives: Given the vocabulary range of our text "La Familia Fernández," the student will speak, read, and write in Spanish using:

a. articles
b. nouns
c. adjectives
d. pronouns
e. adverbs
f. prepositions
g. conjunctions
h. numbers
i. verbs in the present tense

with a minimum proficiency of 75%.

Procedure/Methodology: The illustrated-intuitive method, known as the Marchand Method, is used. The main features of our method are:

1. association of objects, pictures, drawings, photos, and movement with words, groups of words, and sentences.
2. intuition: People learn their own mother tongue by constant and intelligent guessing.

   a) using simple, concrete, and frequently recurring words
   b) then, using the more abstract or infrequent words
   c) varying grammatical forms to express subtle changes in meaning

3. imitation: Students must imitate their teacher's speaking just as they did their parents' speaking skills in learning their own language.
4. repetition: To insure perfection, overlearning is the best rule. The only way to ingrain speech patterns upon the memory is to repeat these patterns until one achieves control over basic speech. By this type of constant repetition, the student will come to think in the Spanish language and not in his own language.
5. no translation: We did not learn our own language by translation. We will learn Spanish by the same natural procedures as we did our own language.
6. activity: To participate in the above procedures, the learner must be active mentally and physically and self-involved in the language learning process.

Books/Study Sources: The first and second fascicles of "La Familia Fernández" published by Seattle University.

Course Title: SPANISH II

Description: This course is a continuation and outgrowth of Spanish I. It expands upon the basic grammatical tools and vocabulary items previously learned. The emphasis is still primarily upon speaking, but also upon reading and writing.

Learning Objectives: Given the vocabulary range of our text "La Familia Fernández," the student will speak, read, and write in Spanish using

a. articles
b. nouns
c. adjectives
d. pronouns
e. adverts
f. preposition
g. conjunctions
h. numbers
i. verbs in the present, imperfect, preterite, and future tenses

with a minimum efficiency of 75%.

Procedure/Methodology: These are the same as those employed in Spanish I.

Books/Study Sources: The second and third fascicles of "La Familia Fernández" published by Seattle University.

Course Title: FIRST YEAR MATHEMATICS

Description: First year mathematics combines Algebra, Geometry, and Computer Programming. Topics include:

Algebra	Language and notation, operations involving both equality and order on Real numbers, factoring, fractions, and problem solving
Geometry	Principles of logic, methods of proof, and traditional geometric topics.
Computer	Programming.

Learning Objectives: To develop necessary skills in reading and mathematics operations for the competence necessary to proceed in mathematics study, as well as to achieve competence in mathematics required by other areas of study, and as might be expected for a well-educated person. These skills include simplifying algebraic expressions, solving equations, translating and solving word problems, identifying the rules of logic, and applying the rules of logic, involving the deductive reasoning necessary to geometric proofs.

In computer topics, the objective is to have the students develop the ability to select algorithms appropriate to given problems, and write computer programs to obtain their solutions.

Procedure/Methodology: Both the Algebra and Geometry will be developed on structured mathematical systems - that is, the flow of concepts comes from undefined terms, defined terms, axioms (field properties), proven statements (theorems).

In Computer, students will be introduced to algorithms and flowcharting, working as a class to learn the associated program code. Problems that lend themselves to computer solutions will be assigned as they apply to topics the student is currently studying.

Methodology will include lectures, group work, student demonstrations, daily homework, frequent testing, films, and hands on computer experience.

Books/Study Sources:

Modern Algebra Structure and Method, Dolciani-Wooton

Modern School Mathematics Geometry, Jurgenson, Donnelly, Dolciani

Computer-Assisted Mathematics Program - Algebra, Dale E. LaFranz

(For the school year 1975-1976, only one year of the Math program according to MRC goals and structure was in operation. Therefore, no curriculum statement for the second year is given here, since the second year MRC Math will not begin until the fall, 1976-1977.)

Course Title: FIRST YEAR PPD

Description: Studies relating to different aspects of human involvement in physical and play activities; the effects of culture on activity preferences; cooperation vs. competition; mind-body relationship; principles of training and conditioning; weight control; relaxation; motor learning; biomechanics.

Learning Objectives:

1. Given a list of claims for the benefits to be gained from exercise, students will be able to distinguish between fact and fancy regarding not only which benefits can be attained, but also under what conditions the benefits may be attained.

2. The students will be able to design training-conditioning programs that are appropriate for the activity(ies) of their choice.

3. When presented with the problem of why people engage in play, games, and sports, students will be able to identify both intrinsic and extrinsic reasons for such participation in their own and in other countries.

4. Students will be able to identify the biomechanical factors which affect and are influential in students' ability to effect movement performance.

5. When asked to teach an activity of their choice to others, students will be able to design a series of lessons which reflect what is known about motor learning.

6. Students will be able to identify the costs, limitations, and benefits in relation to the activity of their choice.

Procedure/Methodology: Student-centered, experiential learning which is designed to develop the student's problem-solving ability constitutes the primary methodology. The student must be capable of identifying pertinent problems, learning appropriate modes for problem solving, and of applying acquired knowledge to specific problems which are posed for and by them.

Books/Study Sources: A textbook appropriate for this class is not available at the present time. Therefore, handouts prepared by the instructor are the student's main source of information. Examples of books used as references by the instructors are:

deVries, Herbert A., Physiology of Exercise
Hay, James G., The Biomechanics of Sports Techniques
Huizinga, Johan, Homo Ludens, A Study of the Play Element in Culture
Singer, Robert N., Motor Learning and Human Performance

Course Title: SECOND YEAR PPD

Description: Courses are being designed to build on the experiences of the first year in order to develop further the student's knowledge and/or to apply knowledge to the physical and play activities of the student's choice.

Learning Objectives:

1. The student will be able to pursue excellence in an activity of his/her choice.

2. The student will build on the insights and experiences of the first year and develop them further through the application of theoretical concepts in this activity of the student's choice.

3. The student will be given the opportunity to learn more about human involvement in physical and play activities through the more advanced study of biomechanics, physiology of exercise, sport and society, etc.

Procedure/Methodology: Same as Year I.

Books/Study Sources: The instructors are in the process of searching for an appropriate text.

Course Title: FIRST YEAR RELIGIOUS EDUCATION

Description and Learning Objectives: The basic thrust of this year of the religious education program centers around two main areas: listening/communication and building community.

The emphasis is on breaking the person open to himself/herself
to other people (classmates, friends, family, community, world)
to God through Jesus Christ

This emphasis includes: building a Christian learning community
listening/to self, to others, to God
meeting/self, others, God (especially as He reveals Himself through Jesus Christ in the New Testament)
the Kingdom values (oneness, peace, freedom, love, life-giving)
communication/with self, with others, with God

Procedure/Methodology: Some of the general ways in which we hope to accomplish these objectives are:

- building sensitivity (listening, accepting, respecting) toward self, family, friends, class, school, city, nation, world through various kinds of small group processes
- prayer, liturgies, retreats
- Scripture, primarily the New Testament (hopefully leading them to the point where it really is Good News)
- bridging the gap between everyday experiences and the classroom, between their past and their present, so that religion is seen as something that is integral to their whole life
- building responsibility for themselves, toward others, toward the group leading to service, at least in some minimal sense, within the school

Books/Study Sources: The content, generally, will be:

- their own experience (what they have on their own and what we can create for them)
- our experience (the teachers')
- other peoples' experience (music, film, television, literature, art, etc.)
- the experience of Jesus in the Gospels

Concretely, in the first semester this has taken the form of putting together a covenant as the basic foundation of the community we are trying to build. With that as a basis we then moved on to:

- dealing with feelings/How distinguish them? How talk about them? How express them?
- making affirmations and living them
- the Kingdom values
- reading Scripture and sharing reflections about it

During the second semester we will concentrate on two things:

- active listening
- listening to Scripture leading to some kind of shared prayer experience

Course Title: SECOND YEAR RELIGIOUS EDUCATION

Description and Learning Objectives: in the second year of the religious education program we are striving to bring the students to the consciousness that life fully lived is a moral or "value oriented" endeavor.

The emphasis is on leading each person to "step back" from his/her beliefs and examine them,
to examine the beliefs of other people and cultures,
to determine why he/she believes one thing rather than another,
to reflect upon what type of lifestyle his/her beliefs would command,
to decide whether he/she lives according to those beliefs,
to determine a basis for deciding what is "right" and "wrong."

Procedure/Study Sources:
This emphasis includes: developing the skills of reflection which means growing in the ability to discern why he/she acts in a particular way and what those actions say about him/her and being able to honestly evaluate alternate views of life,

developing the ability to listen to another with his/her "whole self" (empathy) honestly seeking to understand another,

becoming sensitive to one's own self and experiences through which he/she may discover self, others and God Himself,

becoming aware of the need in each person for quiet to grow in touch with self, life and God,

growing in awareness that persons discover God in ways that are personal and cultural,

exposing each student to what a philosophy of atheism actually means as well as what a religious belief actually entails.

The ways this is accomplished generally center around providing the students with ideas, philosophies and religions which they must contrast and compare with their own. Oftentimes this involves taking the students "out on a limb" emotionally and intellectually by apparently proving that the alternate idea is true and leaving the students there to mull, reflect and defend their own opinions and beliefs logically, consistently and thoughtfully. If a student accepts or rejects Christianity or any other belief he/she should be able to articulate the foundations of his/her beliefs.

Introduction to Science Curriculum

OVERALL OBJECTIVES OF UNIFIED SCIENCE

It is evident from the study of how science occurs that it is not a linear exercise pointed directly at a particular objective necessitating limited particular knowledge. Rather, like art and other creative ventures, science requires a broad perspective drawn from numerous fields all of which can be focused upon the subject at hand. Unified Science, therefore, moves away from the traditional isolation of the various disciplines and coordinates them around their common concepts, becoming holistic.

It is then the overall objective of the Unified Science to facilitate scientific literacy which will enable students to live with and utilize the inductive processes and technological results of science. To do this the scientifically literate person should:

1. Understand the nature and limitation of scientific knowledge.
2. Accurately apply appropriate science concepts, principles, laws, and theories in interacting with his universe.
3. Use processes of science in solving problems, making decisions, and furthering his own understanding of the universe.
4. Interact with the various aspects of his universe in a way that is consistent with the values that underlie science.
5. Understand and analyze the joint enterprise of science and technology and the interrelationships of these with each other and with other aspects of society.
6. Have developed a richer, more satisfying, and more exciting view of the universe as a result of his science education and will continue to extend this education throughout his life.
7. Have developed numerous manipulative skills associated with science and technology.

APPROACH

To achieve these objectives a variety of methods and materials are used. Each is selected to further achieve the orientation of Matteo Ricci College, which is to integrate education and knowledge so as to prepare learners who understand the process of learning to be one which requires self-motivation and is a continuous, human enterprise. Within this context it is also recognized that contributing citizens require specialized knowledge and therefore must understand and utilize certain specific elements of knowledge.

We have, therefore, selected those concepts which we consider essential to the understanding and use of science and focused the course around them in a modular way. The processes, attitudes, values, and skills are subordinate to these concepts only in that they occur and reoccur in part or whole where appropriate in the educational process of the module, whereas the concepts are the central and sequential themes. The program is, therefore, cyclical and repetitive, emphasizing the reapplicability of processes and skills with increased knowledge.

The sequence of concepts are:

Year I	Year II	Year III
Scale	Models	Motion
Order	Interaction	Field
Fundamental Observables	Experimental Design	Energy
Perception	Equilibrium	Light
Population	Change	Resonance
Replication	Classification	Information Storage
Quantification		Symmetry
System		

The methodology varies, but emphasis is placed upon lab work where it fosters an inductive approach to data and will absorb 70-80% of class time in each of the first two years and about 45-55% of the time the third year. Reading is paramount at every level, with material drawn from numerous texts, magazines, and other publications. No one text is followed since it is felt that each handles certain parts well while others are more appropriate for a particular topic. Within a module as many as 7-10 different publications will be used on a classwide basis. Lecture and large group discussion are deemed essential for introduction and summation of the material.

Evaluation of student learning reflects the various skills required in the fields of oral and written communication, problem solving and arithmetic skills, self direction in the lab, and application of concepts. The tools, then, are written essays and papers, lab reports, arithmetic problem solutions as well as solutions of physical problems. Objective tests as well as subjective measurements will be made for program evaluation

Course Title: UNIFIED SCIENCE I

Description: Unified Science I combines biology, chemistry, physics, and psychology by focusing on the student both as an observer and the observed. Eighty percent of the course material comes from lab work, where the emphasis is on inductive process with the class working on the same material at the same time.

Learning Objectives: The unified science sequence is of a spiral nature where concepts, processes, and skills are repeated with increasing complexity. It is assured, then, that these are not dealt with exhaustively in the year mentioned.

Year I considers:

Concepts	Processes	Skills
Scale	Observation	Math Application
Order	Measurement	Use of:
Fundamental Observables	Inductive Approach	Microscope
Perception	to Observation	Meter Stick
Population	Interpreting Data	Graduated Cyclinder
Replication	Analysis of Reliability	Thermometer
Quantification	Report Writing	Balance
System		
Heat		

Procedure/Methodology: Year I follows a traditionally structured class where labs are done in pairs and then discussed for results. It is expected that suggestions of procedure will be read before class and followed or expanded upon. Lab reports will be written with emphasis on the inductive approach. Problems and papers will be assigned where appropriate. Eighty percent of the course will be associated with lab work.

Books/Study Sources:

Year I: Text: Portland Project Integrated Science

Supplementary: The Double Helix

Profiles of the Future

Course Title: UNITIED SCIENCE II

Description: Unified Science II adds geology and meteorology to the Unified Science I program. Emphasis is on lab work and auto-tutorial techniques utilizing the inductive process. The course is taught in modular units built on the concepts specified below.

Learning Objectives: The unified science sequence is of a spiral nature where concepts, processes, and skills are repeated with increasing complexity. It is assured, then, that these are not dealt with exhaustively in the year mentioned.

Year II considers the following in addition to the concepts, skills, and processes of Year I.

Concepts	Processes	Skills
Models	Observation	Use of:
Interaction	Measurement	Voltmeter
Experimental Design	Inductive Approach	Ammeter
Equilibrium	to Observation	Time Devices
Change	Interpreting Data	Barometer
Classification	Report Writing	

Procedure/Methodology: Year II follows a unitary approach, utilizing modules of 4-8 weeks in length. These modules will begin and end with the class together, while students will be given choices which will provide varied opportunities for acquiring the concept. It is self-paced only within small units. Modules with the units will use lab work, reading, and problem solving as learning techniques. Approximately 70% of the course will be associated with lab work.

Books/Study Sources:

Year II: Texts: PSSC Physics
Chem Study Chemistry
Investigating the Earth
Introductory Physical Science
Man Made World
Project Physics
Terms, Tables & Skills
Cascadia
Weather and Weather Forecasting

Supplementary:

Brave New World
Eleven Blue Men
The Andromeda Strain
The Origins of Modern Science
Science and Human Values
The Wind from the Sun
To Know a Fly

Course Title: UNIFIED SCIENCE III

Description: Unified Science III is similar in approach to Unified Science II. However, since the concepts become increasingly complex more emphasis is placed upon reading and discussion, with 50-60% of the class time devoted to lab work.

Learning Objectives: The unified science sequence is of a spiral nature where concepts, processes, and skills are repeated with increasing complexity. It is assured, then, that these are not dealt with exhaustively in the year mentioned.

Year III considers the following in addition to the concepts, skills, and processes of Years I and II.

Concepts	Processes	Skills
Motion	Use of lens	Inductive Reasoning
Field	Observation	Deductive application
Energy		of concepts
Light		
Resonance		
Information Storage		
Symmetry		

Procedure/Methodology: Year III will continue the modular concept with increasingly more time given to individual work within the module. However, introductory and conclusive modules will be done as a class. Fifty to sixty percent of the course will involve lab work.

Books/Study Sources:

Year III: Texts: PSSC Physics
Chem Study Chemistry
Investigating the Earth
Project Physics
Modern Physics and Anti-Physics

Supplementary:
Zen and the Art of Motorcycle Maintenance
Spacetime Physics
Relativity
Assorted publications
One, Two, Three . . . Infinity

ACADEMIC STANDARDS

PREFACE:

This statement of academic policy and procedures embodies the basic philosophy of Matteo Ricci College; the fullest possible personal development of the individual student in a community of learners. Therefore it avoids laws which apply ipso facto, it provides conferences through which the student with academic problems can get more personal and immediate direction, and it grades the student according to completion or non-completion of learning objectives.

POLICY:

1. Each student must successfully satisfy minimum objectives in each course of each department before continuing in that department's sequence of courses.

2. By definition, A, B, and C indicate the satisfaction of minimum requirements for Matteo Ricci College courses. In essence, a B indicates substantial completion of course objectives, A indicates outstanding excellence, and C indicates sufficient completion of course objectives to proceed in the program with integrity.

3. A D essentially indicates work unsatisfactory for Matteo Ricci College goals. As a general norm, D work is unacceptable, and indicates that the student is in danger of losing essential elements of the program. Thus a D signifies ACADEMIC PROBATION. A student's grade must rise to at least an acceptable C in the following grading period or the procedures indicated below apply.

4. When a student does not fulfill the stated minimal objectives of a course to the degree that the student is judged to have lost (or just not gained) the skills and/or content necessary to continue the program with integrity, the student receives a NO CREDIT (NC). The NC is not tabulated in the GPA (Grade Point Average), but does appear on the transcript following the course title. Procedures given below for NC then apply.

5. When the student has by one means or another satisfied objectives for a course in which the student received either D or NC, the previous D or NC can be raised to indicate the level of achievement.

PROCEDURES:

6. Halfway through each trimester a mid-term report will be sent to the parents/guardians of each student. If the student is in danger of receiving a D or NC, it will be indicated on the lower right. Names of all students with D or NC noted on their mid-term report will be tabulated for each year, and copies of this list distributed to all teachers as a means of informing them of those students who require special assistance and greater cooperation among teachers. Data on these lists is to be considered confidential.

7. Prior to the conclusion of each trimester, the Principal will summon teachers of each year to an information-sharing conference to discuss students who have lost or are in danger of losing essential elements of the program. Students who may have difficulties other than academic (e.g., behavioral, emotional, disciplinary, etc.) will also be considered.

8. In both these cases, the Principal will work with the Counseling Department to prevent, as far as possible, failures from occurring: counselling sessions with students, conferences with individual teachers, etc.

9. When grades have been determined and distributed, the following procedure takes place:

a. Students receiving one or more Ds will be notified by letter that they are on ACADEMIC PROBATION, and that the grade during the following trimester must be raised to at least an acceptable C, or the following procedures take place.

b. Students who receive an NC or a second, consecutive D in the same subject/department will be required to meet with the teacher(s) involved, a counselor, and parents. Lists of these students will be distributed (as confidential) to the faculty so that whoever wishes may give input at that meeting, either personally or by proxy.

c. The teacher(s) participating in this meeting represents his department, and the department head is free to attend also. In any case, the teacher must have consulted with his department concerning the student's situation and the department's requirements.

d. The purpose of this meeting is to determine whether the student should continue in a particular course of studies and how the student might make up deficiencies required to continue. Possibilities for making up these deficiencies might include summer programs, tutoring, individual study, or simply repeating the course the following year.

e. The student will draw up a contract with his teacher(s) as a result of this meeting, and shall state how objectives will be satisfied, and the consequences if they are not met - most likely, to transfer out. A copy will be given to the teacher and to the Principal.

10. Transferring Out of Matteo Ricci College

a. If it is determined as a result of the above procedures that a student should not continue in a particular course of Matteo Ricci College studies, the student will normally be asked to transfer out of the school. The committee meeting in 9 b-e above will consult with the Principal to determine whether any alternatives are possible.

b. As a general rule, two or more NCs, or repeated lapses into Ds, will result in the student being dropped from Matteo Ricci College. Before notifying students that they have been dropped, the Principal will consult with the student, his counselor(s), and his parents/guardians to determine whether any other alternative is possible or feasible. The Principal remains the final judge.

FACULTY EVALUATION OF ADMINISTRATIVE PERFORMANCE

NAME OF PERSON YOU ARE EVALUATING _____

Directions: For each of the following statements, circle the response which most accurately describes your feelings.

"1" means "strongly agree"
"2" means "agree"
"3" means "neutral"
"4" means "disagree"
"5" means "strongly disagree"
"N/A" means "not applicable"

This administrator as an individual:

1.	Fulfills the duties of his/her job as I see them	1	2	3	4	5	N/A
2.	Promotes high faculty morale	1	2	3	4	5	N/A
3.	Actively pursues contact with faculty	1	2	3	4	5	N/A
4.	Actively seeks alternative ways of a. carrying out policy matters	1	2	3	4	5	N/A
	b. functioning on an individual level	1	2	3	4	5	N/A
5.	Actively promotes good teaching	1	2	3	4	5	N/A
6.	Works with faculty and other sources in establishing school policies and procedures	1	2	3	4	5	N/A
7.	Deals with Jesuit and lay faculty equitably (I am: Jesuit ___ Lay ___)	1	2	3	4	5	N/A
8.	Helps/supports faculty in dealings with students	1	2	3	4	5	N/A
9.	Supports faculty in dealings with the public	1	2	3	4	5	N/A
10.	Utilizes abilities of personnel appropriately	1	2	3	4	5	N/A
11.	Challenges faculty with new ideas, approaches, and techniques	1	2	3	4	5	N/A
12.	Actively fosters integration of departments	1	2	3	4	5	N/A

13.	Anticipates rather than reacts to crises	1	2	3	4	5	N/A
14.	Retains composure under pressure	1	2	3	4	5	N/A
15.	Deals effectively with student discipline problems	1	2	3	4	5	N/A
16.	Manifests Christian values and philosophy in interactions with others	1	2	3	4	5	N/A
17.	Inculcates Ignatian ideals within the school	1	2	3	4	5	N/A

18. What change(s) in the actions/attitudes of this administrator would make you as a faculty member feel more positive?

<u>The administrators as a team</u>:

19.	Generally share a common philosophy concerning the operation of the school	1	2	3	4	5	N/A
20.	Have a good rapport among themselves	1	2	3	4	5	N/A
21.	Support each other as individuals	1	2	3	4	5	N/A

22. Please make any comments about the administrative team that you feel are relevant to this evaluation.

CLASSROOM EVALUATION

To the student filling out this form: So that your teacher can keep close in touch with how you view this class, what you see as strong points, and where you see room for improvement, your filling out this form would be of great help. In doing so please check that one of the five responses after each statement which best describes how you feel about the statement. The unlabeled blanks are for responses that fall in between those that are labeled. If you choose the "other" response, please indicate your reason in that blank. (This may be that you feel that the statement does not apply to this class; if so, please indicate.) PLEASE DO NOT PUT YOUR NAME ON THE FORM; IT IS TO REMAIN ANONYMOUS.

Teacher's Name: _____

1. helps students to see themselves positively; avoids cutting and negative off-hand remarks — always ___ ___ usually ___ ___ never ___ other _____

2. works to avoid classroom misunderstandings; helps students to clarify their own questions and comments by having them explain in greater detail — always ___ ___ usually ___ ___ never ___ other _____

3. is warm and friendly toward the students — always ___ ___ usually ___ ___ never ___ other _____

4. enjoys seeing students improve — very much ___ ___ somewhat ___ ___ not at all ___ other _____

5. encourages students to help each other learn — usually ___ ___ sometimes ___ ___ never ___ other _____

6. knows course subject matter — thoroughly ___ ___ adequately ___ ___ barely ___ other _____

7. personal attitude toward course/ subject matter — enthusiastic ___ ___ lukewarm ___ ___ indifferent ___ other _____

8. clear and well-organized when explaining course material — always ___ ___ usually ___ ___ never ___ other _____

9. readily available when students need course-related help — always ___ ___ usually ___ ___ never ___ other _____

10. takes an active role in counseling students on non-academic matters — always ___ ___ usually ___ ___ never ___ other _____

11. good listener; open to students' questions

always ___ usually ___ never ___ other ___

12. helps students to trace the reasoning behind their questions and comments

always ___ usually ___ never ___ other ___

13. enjoys learning new ideas along with students

very much ___ somewhat ___ not at all ___ other ___

14. can admit when he/she doesn't know something

willingly ___ usually ___ not at all ___ other ___

15. suggests alternate ways of looking at a subject or question; rather than focusing rigidly on only one viewpoint or opinion

usually ___ sometimes ___ never ___ other ___

16. suggests questions/subjects for class discussion that are

interesting ___ neutral ___ uninteresting ___ other ___

17. yields center of the stage to student interaction

freely ___ sometimes ___ never ___ other ___

18. helps students formulate questions and observations that might first be hard to state

usually ___ sometimes ___ never ___ other ___

19. talks at a pace that allows time both for note-taking and for questions or comments

always ___ sometimes ___ never ___ other ___

20. works to keep grading fair

very much ___ somewhat ___ not at all ___ other ___

21. constructive discussion among students in class is

encouraged ___ tolerated ___ discouraged ___ other ___

22. goals of the course (where we're going and why)

clear ___ sometimes confused ___ totally confused ___ other ___

23. homework/assignments clearly presented

always ___ usually ___ never ___ other ___

24. course assignments and tests emphasize reasoning rather than memorization

always ___ usually ___ never ___ other ___

25. presentations show good planning/preparation

very much ___ somewhat ___ not at all ___ other ___

26. the level of the course material is

too difficult ___ appropriate ___ too easy ___ other ___

27. the material and approach of this course now seems to me

important ___ perhaps useful ___ irrelevant ___ other ___

28. What are this teacher's strongest points?

29. How could this teacher develop good points even further?

30. Any additional comments not covered above?

For professional evaluation only; not to be filled in by student:

31. takes personal and active interest in improving/developing the MRC program

___ always ___ sometimes ___ never _____ other

32. actively takes responsibility for religious formation of students

___ always ___ usually ___ never _____ other

33. is committed to the school's goal of being an agent of change for Christian justice in the world

___ strongly agree ___ neutral ___ strongly disagree _____ other

34. is familiar with and promotes the basic values and philosophy of the school

___ strongly agree ___ neutral ___ strongly disagree _____ other

APPENDIX E

SOME STUFF ON TEST ITEM CONSTRUCTION - General

As a result of a series of meetings by a group of college examiners a very worthwile but deadly dull book was published in 1956 under the editorship of Benjamin Bloom, Taxonomy of Educational Objectives; The Classification of Educational Goals. The book is worthwhile because it provides a description and ordering (by level of skill involved) of six general educational objectives that is now widely accepted by educator and educational psychologists. (The book is dull because it hasn't a glimmer of humor or surprising phrase in it.) The implication for test construction is that you can generate test questions to correspond to the type and level of educational objective you want to tap. The following are the six objectives arranged from lowest to highest in order of requisite cognitive skill along with an example of a test question at each level.

1. KNOWLEDGE - Recall or recognition of specific facts, elements, principles, etc.

   example: Identify the Shakespearean sonnet in the following group of sonnets...

   Name three major characters in Flaubert's Madame Bovary.

2. COMPREHENSION - understanding the content or substance of a communication (includes translation, interpretation and extrapolation).

   example: Explain the connotation of the phrase "wild summer" in Yeats' poem, "The Folly of Being Comforted."

3. APPLICATION - Use of abstractions in particular and concrete situations.

   example: Make up a collection of photographs which explore the mystery of laughter...

4. ANALYSIS - Breakdown of a communication into parts so that the relations between the parts are made clear; also, inference to the assumptions, purpose, point of view of the communication.

   example: Two short sentences...
   "All is quiet, they report, all is quiet" and
   "Nothing is ever quiet, except for fools"
   Explain the meaning of both and the relationship between them. If you think the idea of the second sentence is correct, explain it and its implications for all of us.

5. SYNTHESIS - Putting together of parts so as to form a whole; producing a unique communication or plan.

   example: Create your own examples for a metaphor, a simile, a personification, and an apostrophe.

Imagine that you are able to travel into the future and study the culture of the U.S. two thousand years from now. You find that at that time the majority of positions of influence and honor are filled by women...Write an essay in which you describe what other significant social changes might accompany the change described above.

6. EVALUATION - Making judgments about the value (effectiveness, appeal, accuracy, consistency, etc.) of ideas or works on the basis of statable criteria.

   example: Choose one favorite selection, either poetry or prose... and discuss your choice in terms of elements of comedy ... Support your discussion with remarks or allusions from the selection.

V THE MATTEO RICCI COLLEGE PROGRAM

A. Preface

Recommendation 28: Colleges and universities should encourage school-college collaboration on substantive matters through promotion and reward policies that recognize the importance of such activities.

There are at least five common interests that call for closer school-college ties in the era ahead. First is the need to make equality of educational opportunity a reality. Second is the challenge to traditional curricula and structure at both levels. Third is the necessity for response to fairly widespread public disenchantment with education at both levels. This disenchantment is tied to the fourth common interest, namely, the need to maximize the use of limited financial resources. And, fifth, the unity of educational welfare must be recognized.

Schools and colleges have had historically different missions, though there is now some convergence. The inevitable tensions can be productive; there can never be complete continuity. Indeed, there are strong arguments for discontinuity. Established discontinuities at carefully staged intervals represent formal decision-making points and force the student to face up to explicit thinking about his goals and pathways. College ought to represent something different from high school in purpose, content, methodology, and style. We believe, however, that some of the presently existing discontinuities that have grown up over the years should be remedied. Education should be more of a "seamless web" than it is at present.

Continuity and Discontinuity
Higher Education and the Schools
The Carnegie Commission on Higher Education, August, 1973, p. 103

B. Description of Past Attempts to Innovate and an Assessment of These Attempts

Seattle University operated an early admittance program for high school students beginning in 1972. During the three academic years, including this present one, fifty students opted for early admittance. At the end of the first year (1972-1973), Doctor Peter Scontrino of the Psychology Department did a study of these students. The GPA earned by the early admittance students was 3.34. The regular four-year students, in a random sampling, made a GPA of 3.36. Not only did Doctor Scon-

trino study their academic progress, but he also had data on their emotional and psychological stability. His study found that there was no appreciable difference in this area. In fact, there seemed to be evidence indicating more growth and development in the early-admittance students.

This has been a very successful attempt to shorten the time span. However, too few students are benefitting from this early admittance program. We are convinced that we can do better.

In September of 1960, Seattle University established an Honors Program, a two-year interdisciplinary study of Western culture from its origins to the present time. Major works in philosophy, theology, literature, and science were studied in the context in which they were written. Honors offered a unique liberal arts education for selected students by integrating disciplines in a way that made each more interesting and more related than was possible in ordinary university courses.

The Honors Program at Seattle University has had a remarkable effect upon the students participating. However, only about thirty students are selected each year. These are usually the elite intellectually and chosen for their academic prowess. This attempt at integration has been successful but a process of integration can be started prior to the freshman year in college. Then, too, an integrated education should be an ideal for all, not just for a few.

Seattle Preparatory School has also attempted various methods of improving its curriculum and entire program. Apart from a few individual programs, such as advanced math seminars for highly gifted students, an independent study program for seniors in their second semester, the admission of qualified juniors to university level for senior year, and selected interdisciplinary programs in English, religion, and history, little over-all progress was made. A fundamentally new direction was called for, based upon a completely new rationale, curriculum, and methodologies.

C. Rationale

1. Goals

The goal of this six-year college is to cultivate integrated religiously-motivated leaders in the classical and contemporary Jesuit sense: men and women who are able to persuade others non-violently by their own moral character and by their ability to give sound reasons for what should be done, to demonstrate and live with a more compassionate sense of responsibility for others, especially for those who are oppressed by unjust social structures or the consequences of their own personal choices.

Over the six years there would be a continual stress on mastering the basics of learning (i.e., reading, writing, speaking, listening, problem-solving, calculating, and decision-making); on learning how to learn and how to face the unknown future; on developing self-discipline, self-motivation, and personal responsibility; on integrating all learning with life experiences; and on clarifying the student's moral and religious values in the light of his or her own tradition. (Cf. Appendix "B" for guidelines (faculty) and values/philosophy (parents and students) and evaluation statement, VII-E, p. 56 .)

2. Means

The means for developing such leaders would be a consistent and integral focus on the student as a learning subject and the ultimate principle of his or her own educational integration.

(a) Since the learning subject is historical, the orientation of the curriculum would be futuristic, i.e., aimed to teach the student to foresee, through study of the past and analysis of present trends, alternatives for the future which would bring about communities and societies of peace and justice.

(b) Since the learning subject is social, special emphasis would be placed on learning how to listen and to interact with others, especially those from diverse ethnic, economic, national, and intellectual backgrounds. Opportunities for field work and the handling of primary materials on social and environmental topics of problems within the surrounding area would be developed to illustrate the social, ethical, and methodological dimensions of intelligent inquiry.

(c) Since the learning subject is self-motivating, students would be trained in techniques of meditation, value clarification, goal-setting, and strategy-planning; accurate data-gathering from diverse sources; problem-solving techniques modeled on mathematics, science, and ethics; persuasive communication and practical application.

(d) Since the learning subject is self-integrating, students would gradually be led over the six years to assume responsibility for their own course of studies and the environment in which he or she functions. In every course the student would be made explicitly aware

of (1) the specific goal being sought; (2) the strategy or strategies according to which that goal can be practically attained; (3) the specific skills required to realize that strategy; (4) the degree of competency required for successful performance.

(e) Since the learning subject is essentially moral and religious, wherever possible, clarification of personal and social values and especially concern for the poor and oppressed will be stressed. Moral and religious values will be the ultimate standard for determining what experiences and problems, questions and themes, classes, courses, students, and faculty should be selected and fostered.

(f) Since the development of the learning subject is recurrent, emphasis would be placed on practicing the basic recurring skills involved in all learning - observing and imagining; questioning and researching; hypothesizing and testing; writing and speaking; deciding and acting.

(g) Since the development of the learning subject is cumulative and increasingly systematic, the relationship between these skills would not emerge haphazardly. It would result from the contact and mastery by the person moving progressively and integrally from observation through inquiry and validation to action and then back to observation and inquiry on the new situation. Corresponding to the order within the learning subject as the student grows through learning there would be a progressive ordering of the subject matter as previous data and knowledge accumulated systematically, continually building upon and utilizing material previously learned through successive stages. Subject matter would be selected in terms of its accessibility to progressive analysis and cumulative treatment. Concepts and principles common to many different disciplines would be stressed.

(h) Since the development of the learning subject is open-ended, all programs and procedures would be subject to continuing review. A continual evaluation by qualified persons from within and outside the program, through steady observation, assessment, and interpretation of the consequences of the school would take place. The curriculum itself would develop out of a continuous process of phased planning or approximations in which a variety of people would play important parts.

NOTE:

The explanation, amplification, and achievement of the foregoing goals of Matteo Ricci College necessarily involve other documents in the presentation of this proposal. They are chiefly, but not exclusively, the following:

(a) Matteo Ricci College Guidelines (Appendix "B")
(b) Statement of Basic Values and Philosophy (Appendix "B")
(c) Evaluation Techniques (cf. VI-B)

D. Curriculum Structure of Matteo Ricci College

This program seeks to transcend the dichotomies which still remain in our schools between the academic and the social, the religious and the political, the theoretical and the practical. This is achieved by two principal themes: It is integrated; it is systematic.

The principal theme for overcoming these dichotomies is integration. We have been challenged to initiate an educational program which integrates school and life, morality and action, thought and reflection. The term "integrated" has two major meanings as used here:

1. Primarily a course of educational activities that seeks to shape the knower/student as a learner, to help the student unify within a whole and healthy personality the experiences, data, and changes of his environment taken as a whole (both within and outside of the school itself). Thus it seeks to shape an integrated self-learner by placing prime emphasis upon the learning subject rather than upon the teacher and the activities of the teacher in the traditional classroom.

Further, the program is shaped so as to avoid demanding from the student responses or insights beyond the student's intellectual, physical, and emotional growth at any moment in the program. Recognizing the traditional crisis of adolescence and foreseeing that an acceleration in a school program could add additional pressures, special provision is made within the program for individual and group counseling. The size of classes and anticipated close student-faculty relation provide immediate feedback regarding adolescent development and learning problems. The program also intends to utilize extensively the expanded counseling program at Seattle Preparatory School, and the Counseling and Testing Center of Seattle University, as well as the special consultants requested in this proposal.

2. The term also signifies that quality of a curriculum which eliminates unnecessary duplication which has come about because of the relative isolation of the secondary and college institutions. The Matteo Ricci College program avoids the duplication of courses by challenging course content and the traditional placement in the course of studies. This has been achieved by a program designed through cooperation of high school and university faculties. As a result, no content repeats under the same aspect, e.g., American History on a secondary level repeated on the university level. On the other hand, the student who

through intuition and experiment has mastered basic principles of science in the First Form (the first three years of the program) would be prepared to take more advanced courses in the Second Form (the second three years of the program) building on his increased knowledge of mathematics and other sciences.

The second principal theme in this curriculum is that it is systematic, and this is achieved through two elements from the educational philosophy of the Society of Jesus and this college. These two elements form the matrices or overall framework for the curriculum.

1. We seek to develop the whole person for life-long learning. Traditional programs, though giving notional assent to such a philosophy, have become predominately conceptual/cognitive oriented in practice. We specify the term, "whole person", on a vertical axis as follows: (a) Man learns cognitively that which can be measured/manipulated through concepts, controlling his environment. (b) But man also possesses a rich under-consciousness: emotion, imagination, the pre-rational, and the creative/artistic/impressionistic potential which often lies undeveloped, even unknown to him - unless it breaks out in disruptive psychic disorder, or unless the occasional student through his own struggles finds this artistic, pre-conceptual world on his own. Modern psychology, especially Third Stream Psychology, together with the strong contemporary movements toward spirituality, reflect this awakening consciousness in modern man. (c) Behind this thinking and pre-conscious potential exists the Person who chooses, who acts, who desires or avoids, in a societal context of right and wrong, good and evil, effective and ineffective.

These three characteristics of human personality as described above flow primarily from modern psychology, but there are three Aristotelian terms which roughly correspond to the modern concepts: (a) Logos: reason, order, system, concept, etc.; (b) Pathos: sensitivity, compassion, receptivity, intuition, imagination, etc.; and (c) Ethos: the sphere of moral judgment, of right and wrong, appropriateness and inappropriateness. Throughout all six years of this program, this tripartite concept determines not only what is studied and experienced, but also how, a matrix on a vertical axis:

Pathos: Aesthetic-Artistic Development
Psycho-Physical Development

Logos: Foreign Language
Mathematics
Physical Sciences
Expository skills for the Interpretive/
Human Sciences

Ethos: Religion-Philosophy

2. Besides this defined philosophy of the "whole man", this program seeks to make the student conscious of his learning process in order to better develop and strengthen the spiritual core of the person, primarily by involving the student in that learning process to a greater degree than present systems do.

One major problem with traditional education is its excessive emphasis with the end product: the answer, the conceptualized data, the conclusions, the finished work of art, the "correct" response, etc., usually as measured by the teacher and approved by his authoritative position. As a result, traditional programs fail to lead the student consciously through the natural process by which a human being comes to know, i.e., the learning process itself. Such an approach tends to look upon the student as a computer into whom data is fed for retention and future testing. Such a practice (although denied in theory) demeans the spiritual person, isolates fields of knowledge, and alienates the student, sometimes from society, sometimes from himself.

This program realizes in structure a new philosophy of Jesuit education, articulated in the writing of Father Bernard J. F. Lonergan, S.J.. This new philosophy forms the horizontal matrix for structuring this curriculum, as follows:

(a) Infradisciplinary Studies: Concerned with basic learning skills; "how to . . .;" self-directing attention, researching, reading, writing, speaking, logical thinking, calculating, verifying, intensifying basic sensory perception, and whatever basic tools and techniques are required to learn how to learn.

(b) Intradisciplinary Studies: Concerned with distinct fields and methods of inquiry, information-gathering, and making conclusions; the disciplines as we traditionally know them - history, psychology, mathematics, etc.

(c) Interdisciplinary Studies: Concerned with problem areas, data of human awareness, which touch upon several different intradisciplines, e.g., who are the American (or Russian, or African, etc.) people? What and how does myth speak to man of man?

(d) Transdisciplinary Studies: Concerned with the foundations of different methods of study, issues of value, facing future problems, etc.; e.g., man and his environment; what do we do next, and should we?

These two key matrices, one vertical and the other horizontal, intermesh to create a curriculum that is balanced throughout the entire six years of the program, in order to help better develop the "whole person" (pathos, logos, ethos), in a time sequence which seeks to match the human learning process itself (the Lonergonian philosophy). Although all elements and years of the program are thus integrated, the first two years (infradisciplinary) best fit the first meaning of "integrated", whereas later years (especially the interdisciplinary and transdisciplinary studies) best fit the second meaning.

In the OUTLINE OF THE CURRICULUM OF MATTEO RICCI COLLEGE, given on the following page, it should be remembered that "Form One" or First Form, refers to the first three years of the program, with the emphasis on "learning how to learn". It will take place essentially on the existing Seattle Preparatory School campus, but it will also utilize library facilities and the new Connolly physical-recreational complex at Seattle University.

"Form Two" or Second Form refers to the collegiate division of the program, and will take place on the Seattle University campus; the students will be equivalently senior year in high school age, as are present "junior-admit" students.

NOTE: An innovative program such as this needs constant monitoring and evaluation. Cf. VI-B, "Proposed Evaluation Techniques".

E. Curriculum Outline of Matteo Ricci College

First Form

Y E A R ONE

Pathos

Aesthetic-Artistic (AAD) I
Psycho-Physical (PPD) I

Logos

Math: Algebra (3X/wk.)
Geometry (2X/wk.)

Empirical Sciences:
Intro. to Physical Sciences (IPS)
Environmental Studies

Expository Skills and Imaginative Literature, Linguistics

Ethos

Religion: Community, emphasizing the affective/experiential

Y E A R TWO

Pathos

Aesthetic-Artistic (AAD) II
Psycho-Physical (PPD) II

Logos

Math: I Algebra/Geometry
II Elementary Functions/Computer Programming

Empirical Sciences: Unified Sciences I

Expository Skills
I American Studies
II European Studies

Foreign Language

Ethos

Religion: Community, emphasizing the affective/experiential

First Form

Y E A R THREE

Pathos	Aesthetic-Artistic	(AAD) III
	Psycho-Physical	(PPD) III
Logos	Math: I Elementary Functions/Computer Programming	
	II Statistics/Computer Programming	
	Empirical Sciences: Unified Sciences II	
	Interpretive Science:	
	Comparative Societies (2 semesters)	
	I Western/American	
	II Non-Western	
	Literary Genres (poetry, drama)	
	Foreign Language	
Ethos	Religion: Faith Experience Throughout Human History	

The foregoing courses are presently under development by the faculties of the two institutions.

Second Form

Y E A R FOUR

Interdisciplinary Seminars (Great Books/Ideas format) Including Science/Humanities

Intradisciplinary Studies, including

4th year Math

Transdisciplinary Seminars

Foreign Language

Y E A R FIVE

Interdisciplinary Seminars (Great Books/Ideas II)

Intradisciplinary Studies

Transdisciplinary Seminars

(Foreign Language)

Y E A R SIX

Interdisciplinary Seminars

Intradisciplinary Studies

Transdisciplinary Seminars

Thesis Preparation (required)

Specific course content of the Second Form is much more tentative than that of the First Form. Matteo Ricci College is seeking funds from the Fund for the Improvement of Post-Secondary Education to cover planning, evaluation, and pilot programs for the interdisciplinary and trans-disciplinary seminars.

F. Brief Curriculum Summary of Matteo Ricci College
(Cf. Appendix "A" for complete curriculum statement of Matteo Ricci College)

Because the curriculum outline chart is not self-explanatory under this new structuring, a brief description of key elements is given here.

FORM ONE (first three years)

1. Religion seeks in the first two years to intensify the basic themes of faith on the affective and experiential level. Lawrence Kohlberg's schema of moral development will be emphasized. Small group seminars meeting every other day are trained in listening techniques, learning to work and share with one another, especially to build a strong sense of community and cooperation. Emphasis will also be given to the student's clarification of his own life values.

2. Artistic-Aesthetic Development seeks to enhance, to enrich, to develop as fully as possible the student's perceptions of his environment, and is given the name Sensory Development. Furthermore, all students will be required to work in the plastic/visual arts in a studio under the direction of a resident artist, primarily for the experience of process. Such artistic effort best gives the student experience of imposing order upon ambiguity and discovering the relativity of matter (which is the essence of process), thus helping to develop more fully interior self-discipline and reflection.

3. Empirical/Natural Sciences seeks, in the first year, to introduce the student to the basic tools and skills which underlie all the empirical sciences (measurement, observation, etc.), together with a special Environmental Studies program. The student moves in the second year to a semester of chemistry, followed by a half-semester each of chemistry-physics and chemistry-biology. The third year presents a semester of physics and another of biology. Discovery method predominates through field work and extensive laboratory activity. An interdisciplinary examination of the impact of science and technology on man and his environment completes the four-year science block.

4. Psycho-Physical Development begins the first year with a study of the primary physical and mental components of any movement or activity (kinesiology) through varied student activities, because through such a program the student comes to know the basic physical skills to achieve success in any physical activity on his own. Beyond traditional physical education programs (PE), an emphasis will be placed on those physical activities which make equal demands upon the mind/psyche - Eastern martial arts (Kung Fu, Yoga, Jiu-Jitsu, etc.), rhythmic body movement (e.g., elementary dance), mime. Furthermore, emphasis will be given to those intramural types of

athletics which help the student develop sports which he can continue throughout life - tennis, squash, swimming, handball, etc. Interscholastic competition will be developed insofar as finances, personnel, and student interest allow.

5. Interpretive Sciences (Social Science/Humanities) focus on those basic skills which underlie all the human sciences - reading, writing, outlining, research, organization, etc. The ultimate goal is clear communication, both in speaking and writing. The program of the first two years is entitled Expository Skills, since the emphasis will be upon expository writings from such "texts" as local newspapers and significant national newspapers. Such reading gives the student direct awareness of his own living history; he moves into a formal study of past histories in later years. It will also include studies in imaginative literature and creative writing, in order to prevent an excessively objective, conceptual imbalance in the student's growth. The initial two years of First Form will also include some elementary examination of linguistics for greater understanding of language and for preparation for the Foreign Language program.

6. Foreign Language studies begin in the second year of First Form, with the ultimate goal of fluency in a language of the student's choice. Foreign Language is retained in order to prepare students to take their places as citizens of the world by encountering, through language, cultures other than their own. It also prepares them to utilize fully Seattle University's cooperative programs abroad. Intuitive or Direct method will characterize foreign language classes: that is, in a synthetic situation, the natural way in which we learn our mother tongue , but a variety of options will be open to the student as means to fulfilling fluency requirements. French and Spanish will be offered in 1975-1976.

7. Math is essentially self-explanatory, and required for three consecutive years. Elementary functions is taught as a foundation for those who may want to take the calculus in the fourth year. An introduction to logic, continually reinforced, will help the student understand and grow in mathematical process.

FORM TWO (second three years)

1. Overview of the Interdisciplinary Program. Each student will be required to take one-third of the course requirements treating specific questions which can only be answered from a variety of disciplines. These questions require the student to read critically works from different genres. The questions, approach, and reading material for the interdisciplinary courses will reflect the students' and teachers' desire to continue their own learning.

Courses will arise from the current interests of the staff and will be characterized by a sense of intellectual urgency which reaches beyond the confines of any one intradiscipline. For this reason it is impossible for any planning committee to draw up a complete definitive set of interdisciplinary courses at this time. However, one such seminar (Science and Humanities) during the fourth year will complete the four-year science requirement already described.

Here are two basic examples of the type of courses which will be taught in the interdisciplinary program:

a. Great Ideas modeled somewhat on the Great Books program - themes of freedom, violence, and individual responsibility in social and political change.

b. Current issues - social violence, justice, etc.

2. Overview of the Transdisciplinary Program. The content and methodology of these courses will follow the traditional disciplines of philosophy, aesthetics, and theology/religion.

The broad lines of such a project are:

a. Students will take one-third of their course requirements in transdisciplinary topics.

b. According to the guidelines, classes can be either tutorial, workshop/seminar, and/or lecture. Transdisciplines encourage maximum participation and involvement, key characteristics of the Matteo Ricci program.

c. Beside the usual requirement of a Jesuit institution in which many courses in philosophy and theology are required, we would place equal emphasis on courses in aesthetics. The reason is that aesthetic values of an age play an essential role, together with ethical and religious values, in the shaping of both the individual and the culture. These courses will developed by representatives from the Fine Arts Department, the Philosophy Department, and the Department of Religious Studies.

d. What distinguishes the Transdisciplinary courses from the Interdisciplinary courses is methodology and type of problem with which to deal, i.e., primarily value

questions (e.g., why is "X" beautiful, good, true?). The format and style of the courses, however, should resemble that of the Interdisciplinary courses.

3. Overview of the Intradisciplinary Program. The program seeks to provide the student an opportunity to "major" in one intradiscipline, according to the norm of 45 quarter hours for a major degree. It will encourage the student to explore different intradisciplines in order to learn different methodologies and to gain a broader liberal arts background.

VI SIGNIFICANCE OF MATTEO RICCI COLLEGE'S INNOVATIVE PROGRAM

A. Cooperation with Other Schools and Institutions

From the very beginning of the planning which culminated in Matteo Ricci College, Seattle Jesuits sought and received extensive cooperation, locally and nationally, from other educators, students, parents, and persons interested in educational innovation (cf. Appendix "C", 1-2). Such cooperation and interaction will become even more widespread in the coming years.

Public school educators in this city, county, and state have shown great interest in the program. Matteo Ricci College fortunately has received strong support from the Intermediate School District #110 (in whose activities Seattle Preparatory School participates) through Mr. Jeff Keuss, Administrative Assistant. His office has requested personnel from Ricci College to make a formal presentation of the program to interested educators. It would include secondary and college level teachers and administrators from Western Washington, and will be open to others from the entire state. District 110 will undertake all necessary preparations and underwrite all costs for this presentation; Ricci College will supply printed data and speakers. The presentation is tentatively scheduled for Fall of 1975.

Private secondary schools in the Seattle area have continually shown equal interest. Members of the Ricci planning groups have met frequently with the Pacific Northwest Association of Independent Schools (PNAIS). We expect further discussion with them about the Ricci program. PNAIS includes Lakeside, Helen Bush-Parkside, Overlake, Annie Wright, Charles Wright, and other secondary schools in the Puget Sound area. Private elementary schools in the area have asked to be feeder-schools for Matteo Ricci College. (For example, the Seattle Country Day School desires to enroll all its students at Ricci after graduation from the Day School.)

Seattle University's Education Department has long been the strongest force in the Northwest for the introduction of Montessori Method and the training of Montessori teachers. As a result, over two dozen private Montessori schools are located in the area. These Montessori schools also wish to be informed of developments in Ricci's approach to education. Furthermore, the Seattle Public School system has in recent years developed extensive alternative secondary school programs. Their enrollment is one of the largest of such programs in the United States. Just south of Seattle near the state capitol of Olympia, Evergreen College was established by the state of Washington five years ago to incorporate the latest thinking on curriculum, course sequence, evaluation, and innovation. Seattle, therefore, is a major center of educational innovation in the United States. Continued contact with these agencies will result in mutual benefits.

Early in the planning process, four Roman Catholic high schools in the Seattle central urban area asked to participate as a consortium in the educational reform begun by the Jesuits of Seattle Preparatory School. Circumstances arose that prevented their participation. However, these schools and the Seattle Archdiocesan Superintendent of Education, Father Patrick Clark, wish to remain in close contact with Matteo Ricci College and will benefit from the results of our innovative approach to education.

The University of Washington, located only one and one-half miles from the Seattle Preparatory School campus, has also contributed to the development of the program and expects to make further contributions. For example, Doctor Hal Lawson of the University's Department of Physical Education and Teacher Training, through his expertise helped to design the Psycho-Physical Program for the Ricci curriculum. He has promised that his undergraduate majors and graduate students will assist in the program. Such contact has been and remains most valuable.

On the level of regional cooperation in education, Doctor James Bemis, Executive Director of the Northwest Association of Colleges, the accrediting agency for Northwest colleges, has shown great interest in the program. Father Ryan, the President-designate of Seattle University, and Doctor Bemis have been in contact about the program; Doctor Bemis favors inviting other top administrators and educational innovators to act as evaluators and advisors for the College. In this way, the expertise present in the Northwest will be available to Matteo Ricci College and the results will reach and affect other campuses very quickly.

On the national level, the Jesuits in the United States operate 49 secondary schools and 28 universities, many of whom are as closely located as Seattle Preparatory School and Seattle University. Some operate on the same physical campus. The Matteo Ricci Program from the very beginning of its planning has drawn their intense interest. Through the Jesuit Educational Association (JEA, for university affairs) and the Jesuit Secondary Educational Association (JSEA), both located in Washington, D. C., Matteo Ricci College intends to maintain continual contact with them because of the potential of its significant innovation for their institutions.

In order effectively to continue such cooperation and interaction with other institutions, and in order to disseminate significant developments of the Ricci program in its initial years, a Newsletter will be regularly produced. This Newsletter will incorporate features of the Personalized System of Instruction (PSI) Newsletter edited by Father Robert Ruskin of Georgetown University. It seeks to share the results of the program evaluation (cf. paragraph B. below) to sketch out future plans, and to ask for comments as an expression of our openness to other high school and university faculties and administrators. Such persons will be invited personally to inspect the school and to interact with faculty and administrators of Matteo Ricci College.

B. Proposed Evaluation Techniques

Because Ricci College intends to develop the "whole person" in a context beyond the values of secular humanism, and intends to inculcate religious values as well as to develop cognitive skills, it is essential to provide for evaluation of this new program. It needs two-fold evaluation: short-range and long-range. Short-range is needed to monitor the program in its first year of operation, to guard against the possibility of embarking upon a course of misdirection, and to determine through objective testing whether the program is achieving the proposed goals. Long-range is needed to determine whether it does produce for its graduates the qualities promised by the program. Furthermore, the data provided by such testing instruments will be of great value and interest to other schools who may wish to develop programs similar to Matteo Ricci College.

The program requests funding to cover costs for both short- and long-range evaluation programs. We have specified educational goals and the type of person we hope to develop (cf. Rationale; also the Guidelines, and the Statement of Basic Values and Philosophy, Appendix "B"). These goals and characteristics can be translated into behavioral descriptions. For example, Lawrence Kohlberg's schematic offers a reasonable measure of the development of moral reasoning ability, and the level of ability to perceive and respond with empathy, in particular, can be measured by selecting some appropriate model (like the Corkhuff Scale) which measures a person's ability to rate stimulus items with respect to the empathy scale, and then trained observers rate that person's ability to respond with empathy in both structured and unstructured settings.

The program's first need regarding evaluation is for a director of the total evaluation program. This person should be an expert in evaluation techniques with excellent contacts with other colleges, universities, and testing agencies, would cooperate with the full-time educational psychologist (cf. below) in making arrangements with outside consultants and present staff for carrying out that evaluation. We recognize the need for outside consultation in order to receive a more objective analysis which would raise the credibility of the program's success and its adaptability and use by other combinations of colleges and high schools. The articulation of the program between high school and the university can be aided by utilizing a person from Seattle University's staff. This person would be released from University teaching duties through this requested funding.

The person recommended for this position is Gary H. Zarter, Ph. D., who has already constructed a sample model for testing the behavioral and attitudinal objectives of the program:

Perception	more observant more emotionally sensitive broadly diffused attention
Identity	more self-accepting more differentiated self-concept
Competence	strong need for mastery
Invests Authentically and Intensely	more autonomous divergent thinking moral commitment self-assertive
Risking and Suspending	more adaptive flexible long-range risks for greater gain
Integration of Feedback Complexity	more capable of complex solutions insatiability for intellectual ordering

The program's second need is for an educational psychologist specializing in developmental psychology, capable of isolating behavioral characteristics proper to the program and designing adequate evaluation instruments. This person should be at the school full-time, at least for the first year. He would conduct testing of student development and guide the faculty in dealing with any psychological problems arising from the new program. The psychologist would work with faculty planners as they prepare the curriculum for the third year. Such a specialist also should ideally be a member of Seattle University's Education or Psychology Departments, but released from University teaching duties through this requested funding.

Matteo Ricci College will carefully document the goals and evaluated outcomes of the program, and will be prepared to share these findings with other educational institutions interested in innovation and attempts to break the lock-step of the present educational ladder. To achieve this purpose, the college will publish a newsletter similar to the CPI newsletter produced by Doctor Robert Ruskin of Georgetown University.

VII FACULTY OF MATTEO RICCI COLLEGE

A. Desired Values of Faculty for Matteo Ricci College

Basic documents relating to Matteo Ricci College indicate preferred qualities of its faculty (cf. Rationale V-C; Guidelines and Statement of Basic Values and Philosophy, Appendix "B"). As the initial requisite, faculty members should willingly accept this philosophy and its basic values. The following points fill out a mosaic of the ideal faculty member of Matteo Ricci College:

1. Manifests a willingness and ability to help the student achieve self-actualization by working to create an environment of student self-learning.

2. Shows a commitment to helping each student develop a healthy self-image by manifesting an ability to listen, to support without dominating, to aid the student in the clarification of the student's goals and values without the imposition of the faculty member's.

3. Evidences willingness to cooperate with the entire faculty in the ongoing development of the program through positive contributions and suggestions.

4. Exhibits openness to change and to live with ambiguities; willingness to put information and experience together into new configurations according to fresh insights.

5. Spontaneously thinks about the student as an individual; manifests a desire and enthusiasm to work with students of this age; tries to individualize the student's academic work.

6. Consistently sets before the student long-range objectives of the courses and the means for attaining them so that the student constantly and clearly is aware of them.

7. Sufficiently masters subject matter so as to remain primarily attentive to the student's awareness of the learning process, the gaps and misunderstandings out of which the student's questions arise, and as a result questions the student in a way that brings the student to realize and overcome the barriers to self-learning (i.e., the Socratic method).

8. Genuinely and consistently shares himself personally with students but without attempting to become an equal, and thus maintains an adult stance without attempting to dominate the student.

9. Accepts the description of a faculty member's role in Matteo Ricci College to include that of teacher, counselor, and guide; it includes willingness to accept as a mentor a group of students in weekly meetings which help direct the student's over-all academic, personal, and social development.

Such qualities, though somewhat vague and abstract, can be isolated for observation and testing. Selection Research, Inc., of Lincoln, Nebraska, offers educational administrators programs for such skills in their Teacher Perceiver Training Program. Matteo Ricci College will explore their techniques and programs during the coming year as part of the evaluation program.

B. Present Competencies

1. Seattle Preparatory School in 1974-1975.

Full-Time Faculty - 33 30 male; 3 female

Jesuit	17	Ph.D. - 1;	M.A. - 12; B.A. - 4
Non-Jesuit	16	M.A.- 10	B.A. 6

Administration - 5

Maintenance - 2 plus student assistants

Secretaries - 2

All faculty are fully accredited with Washington State Teaching Certificates.

2. Seattle University

Full-time faculty - 171 123 male; 48 female

Ph.D.	71 male; 21 female
J.D.	1 male
M.A.	49 male; 23 female
B.A.	2 male; 4 female

C. New Personnel Needs

Two of the new faculty members required for the Matteo Ricci College program are described in the Curriculum Statement - viz., the artist-in-residence and the instructor for Unified Science. Their roles are self-explanatory. Two

need to have their role more clearly explained:

1. An Instructor in Psycho-Physical Development. Since Psycho-Physical Development seeks to integrate mental and spiritual goals of the Ricci program with the physical, we need a faculty member trained in methods beyond traditional Physical Education courses. Such a person should be thoroughly familiar with psycho-motor skills and (if possible) experienced in using new as well as traditional athletic activities to bring the student to awareness of these skills in a process-learning situation. (The formal title of this program is Kinesiology.) This instructor will also be responsible for working out the details for the Psycho-Physical Development program of the second and third years. Furthermore, this person will also contract services of qualified personnel for those areas of the Psycho-Physical Development program which we cannot directly provide ourselves - viz., basic dance/rhythmic movement, martial arts, mime, etc. The University of Washington Physical Education Department guarantees University students to assist the Psycho-Physical Development director of Ricci College. Their Physical Education Department has long been seeking cooperation with institutions employing the skills and learning techniques which Ricci espouses.

2. An Instructor for Sensory Development. Traditional programs in art generally divide their focus into treatment of basic art techniques (similar to Ricci's Resident-Artist program) and then a concentration on the history of art which seeks to develop as an end product the student's appreciation of art. In accord with the Ricci program's stress on learning how to learn and especially on basic skills, the Sensory Development, as indicated in the Complete Curriculum Statement (Appendix "A") isolates elementary aesthetic phenomena such as time, space, motion, sound, rhythm, balance, texture, etc., but has the student actively seek out in his own environment and in art activities (such as the visual arts, poetry, architecture and participation in music, dance and drama) expressions of these basic aesthetic characteristics.

Both first and second year students in the Ricci program, 1975-1976, will take this semester requirement, since the present ninth grade class of Seattle Preparatory School did not yet receive this Ricci course. The school thus requires a faculty member trained and experienced in such concepts and methodology. Barbara Salisbury of the Seattle University Fine Arts Department, who drew up their Aesthetics Program of which Sensory Development is a part, will assist us in identifying such a qualified person.

D. Summer In-Service Retraining Programs for Faculty

It is clear from the Rationale and Curriculum Statement that faculty retraining is essential to achieve the goals of Ricci College. Some of the retraining programs are

of a specific nature and are described below. Other more general needs also must be addressed, such as preparation for going co-educational, psychological techniques for developing the students' self-image, etc. The programs below will contribute toward the more general needs, as will on-going and future programs given elsewhere in this proposal - cf. Evaluation Techniques (VI-G), Desired Qualities of Faculty at Matteo Ricci College (VII-A), Psychological Preparation for Going Coeducational (VIII-D).

1. Educator Training Center based on William Glasser's Schools Without Failure, 2140 West Olympic Boulevard, Los Angeles, California, 90006

The Educator Training Center was organized by Doctor William Glasser in 1968 to help schools work more effectively with students. Doctor Glasser first became concerned about the learning problems of children while he was working with delinquent girls in Ventura in the late fifties. Over a period of years he eventually developed the concepts for helping people solve their failure problems, and these are described in his book Reality Therapy published in 1965. As he continued to work with schools, he became convinced that the stigma of failure pervaded many if not most schools and had a debilitating effect upon virtually all children. Thus, his over-riding goal became the elimination of failure. This resulted in the publication of his book, Schools Without Failure in 1969. In that same year the W. Clement and Jessie V. Stone Foundation of Chicago provided a substantial grant for the purpose of establishing a non-profit organization with plans for taking Doctor Glasser's concepts to schools anywhere in the United States. A small staff was employed and began intensive work on developing a program which would be within the financial means of teachers and schools, and which would enable them to start building their own schools without failure. The resulting seminars were officially launched in August of 1970 by Doctor Glasser's Educator Training Center.

To meet the teacher needs of the Ricci program, we have asked the Educator Training Center to present a week-long workshop from June 9 to 13, 1975, focussing upon the following areas:

- Classroom management techniques that encourage successful learning.
- Reality therapy as a discipline approach (interiorizing discipline).
- Helping students become actively involved in their own learning.
- Creating a classroom atmosphere of involvement.
- Fostering responsible student behavior.

Two follow-up sessions of one day each during the school year will complete the program.

2. Lonergan Cognitive Theory of Ricci College

This will familiarize the faculty with the underlying philosophy and cognitive theory for Ricci College. Father Bernard J. F. Lonergan, S.J., a leading theologian and philosopher of our time, has written two major works, Insight and Method in Theology. His contributions in both philosophy and theology has brought him the praise of contemporary intellectuals who consider him one of the ten most significant contributors to religious thought within recent years. Reverend W. James Riley, S.J., assistant professor of philosophy and author of the original planning document for the College, will teach the course. He will explore what Lonergan calls the "invariable structure of learning" and component elements (experience, understanding, judgment, and action) as it applies to the learning process which is structured into the Ricci program. Father Riley himself studied under Lonergan while pursuing theological studies at Regis College, Toronto, Ontario; he taught this same program Spring Quarter to students at Seattle University. The program is set to be given June 16 to 20, 1975, inclusive.

3. The Center for Personalized Instruction

"It was created in 1973 to provide help to college teachers who want to use individualized instruction in their classes. Its programs include regional conferences, workshops of various lengths, the publication of the Personalized System of Instruction (PSI) Newsletter, and the distribution of literature on individualized instruction . . . . While the Center received initial grants from both the Carnegie Corporation of New York and the Fund for the Improvement of Post-Secondary Education, it is expected to be self-supporting through charges for its services and publications. It is part of the School for Summer and Continuing Education of Georgetown University."

The principal goal of this institute is to help the faculty more clearly specify the manageable units of work within each subject area so that the student will have the clearest possible understanding of step-by-step learning goals. Such preparation by the faculty, and such understanding on the part of the students, makes it much easier for the school to attain its goals of making the student more actively the principal agent of his own learning. Doctor Gil Sherman, director of the CPI program at Georgetown University, will personally conduct the program for us. Based upon his experience in working with secondary teachers in this program, he sees no difficulty in adapting its methods for our purposes at Ricci.

Two follow-up sessions of one day each during the first year of the Ricci program complete the program.

E. Faculty Evaluation

Seattle Preparatory School has already evaluated its existing faculty to determine which persons are best suited to teach in the Matteo Ricci College. Their competencies and commitment to the thrust of the new program were the principal norms of evaluation (cf. VII-a above). As a result, eight of the present faculty will not continue in the new program. In filling these openings, persons will be chosen according to the norms of paragraph A. above; special priority will be given to the recruitment and appointment of women faculty members so that Matteo Ricci College will open as a truly coeducational school.

Evaluation in the 1975-1976 academic year is part of the over-all Evaluation Program given in VI-B. Administrators and faculty in cooperation with the educational psychologist request in this proposal will carry out the evaluation of the faculty according to the systems worked out by the educational psychologist. Its purpose will be to assess the effectiveness of individual teachers in the first year of the college's operation. Teacher evaluation in subsequent years will follow upon procedures developed during the first year.

VIII. STUDENTS OF MATTEO RICCI COLLEGE

A. Qualities of the Ricci Student

Matteo Ricci College rejects any notion that it serve only the intellectual elite. Any student who shows promise of being able to pursue an education through the college level is eligible. One further quality of the Ricci student is imperative: initiative and the perseverance to stay with a task until completed. The reason is that the student is expected to be more involved in the learning process than a traditional curriculum requires. Thus, the applicants for admission are asked regarding work situations such as paper routes or baby-sitting jobs; art, dance, or musical activities; scouting participation, family responsibilities, awards received, leadership roles successfully assumed, etc. Such characteristics, together with the academic record and teacher(s) recommendations help identify the student best qualified for the student-centered learning emphasized at Ricci College. Furthermore, both the student and the parents must indicate that they accept the values and educational direction of the College (cf. Appendix "B").

B. Present Status of Applications

March 21, 1975, was the deadline for applications to be in the Admissions Office at Seattle Preparatory for the new six-year program. As of that date, 104 boys and 70 girls indicated their desire to fill the 150 vacancies in the Freshman Class of Matteo Ricci College. The fact that these applications come from students attending 23 Catholic elementary schools and 34 public junior high schools and other private schools in the Seattle area is an indication of how widespread is the interest in our new school.

In the State of Washington, the minority population is 5%. Of the 181 applicants for admission to Matteo Ricci College, 12% are from minority groups. In a state where Catholics represent 11% of the population, 20% of the 181 applicants are non-Catholic.

At first glance, the applicants for the ninth grade (or the first year of Form One) at Matteo Ricci College appear to be well qualified to meet the standards and goals set by the program. Their success will be measured by the program's evaluation techniques (cf. VI, B). The applicants do present the characteristics indicating ability for initiative and perseverance. A great many of the applicants (particularly the girls) have been exposed to the arts, such as music, dancing, painting. Both boys and girls evidence

considerable skill in individualized sports, such as swimming, archery, tennis. A majority of the boys have worked to earn money through paper routes and similar part-time jobs.

The parents who called the school office for applications were well informed, for the most part, about the program, and were determined to enroll their children in Matteo Ricci, in many cases regardless of the difficulties involved in transportation. They all indicated they would work these problems out somehow; the main thing was to get the child in school at Matteo Ricci!

C. Description of the Orientation Program

Training programs at the beginning of the summer will help prepare the faculty for the new learning dynamic of the school, as stated in the Rationale, complete curriculum statement, and elsewhere. It is necessary, however, to prepare the students as well for the new, more central role which they will take at Ricci. There will be 150 new ninth graders at the school, approximately 115 tenth graders (including some girls) who are already being prepared in certain areas, and approximately 200 juniors and seniors from the existing Seattle Preparatory School program. We feel that whatever is done for the Ricci student must be presented to the others as well; they will all be on the same campus, and in the same building; selected juniors and seniors will be prepared, whenever possible, as teaching assistants and guides for the younger students in this first year of the new program.

Since the Ricci program calls for more personal involvement on the part of the student in his or her own learning process, the orientation programs emphasize the psychological reinforcement/building of self-image and decision-making.

TRANSCENDENTAL MEDITATION will be taught to students of the Ricci program. Since the Ricci program stipulates that the student be reflective (as part of their role in integrating what they learn with their personalities), we must provide within the structure some technique for doing this. Matteo Ricci College intends to cover the costs for this program. The attention of the Carnegie Corporation is drawn, however, to increasing scientific data which reveal a striking correlation between Transcendental Meditation and academic/personal achievement.

"The PACIFIC INSTITUTE is a private educational agency which specializes in teaching applied techniques for increasing personal effectiveness. The Institute was founded in 1970 in response to an ever-increasing public demand for information related to self-understanding and self-development . . . The Pacific Institute provides a broad framework of concepts and techniques which enable people to develop more of their own powers, to the end that they can become happier, more successful, and more fulfilled. The Institute has established model courses (including seminars and workshops) which are offered nationwide to individuals, students, athletic teams, businesses, industry, social agencies, and special organizations. These courses have won national recognition as pioneers in a new type of education devoted to increasing the capacity and quality of human life.

"The following concepts will be explored: Thought Process, Attitude Formation/Self-Image Development, Motivation, The Use of Imagination, Self-esteem, Goal Setting, Thought

Patterns of 'Winners', Developmental Tasks (based upon Erik Erickson's developmental psychology), and Deep Relaxation." It is important to note here how these topics reflect key growth goals within the Ricci program. Teachers have been prepared in the summer programs and other institutes to carry on the dynamics here being introduced to the students, but they are not qualified initially to present them to the students directly as Pacific Institute personnel do. However, once the faculty has been introduced to these ideas through Pacific Institute's presentation to the students themselves, then building on their preparation and the experiences of this first year of the Ricci program, the faculty should be able in future years to carry out this orientation function themselves. Thus it is a one-time cost to Ricci.

"WARREN READING FOUNDATION is dedicated to a scientific development and evaluation of improved methods and materials used in the instruction of reading. The unified methods used in the classroom employ the student's senses of hearing, sight, touch, and well-being in lectures, student participation, and conference. The Foundation was formed in Seattle in 1963 as a scientific, educational, and charitable foundation. Methods developed by Rupert K. Shaw prior to 1963 in Oregon, McChord Air Force Base, and Kitsap County Schools became the basis upon which the Foundation began operating. Since that time new teaching methods, audio-visual techniques and printed materials have been added and tested in the Foundation classrooms. It is fully accredited Kindergarten through grade twelve."

Whereas the Center for Personalized Instruction program seeks to clarify step-by-step goals in the learning process within each area of the curriculum, and the Glasser Institute helps the teacher to redefine his or her role vis-a-vis the student, there still remains the need for developing classroom techniques, "tricks of learning", study habit training, and methodologies proper to the rationale of the new Ricci program. The locally-based Warren Reading Foundation offers a unique opportunity for such teacher training. They have offered to tailor a program to suit our needs, omitting those emphases which will be covered in depth in other programs (motivation-building, self-esteem in the learning process, etc.), and to develop themes which meet Ricci needs, such as "Curve of Learning", (i.e., how the mind retains or loses information and how to develop retention through systematic repetition of key vocabulary terms), rapid and accurate reading through total concentration, "clue-word" note taking, test-taking techniques, etc.

The Foundation has undertaken a pilot program this final spring quarter with a class of twenty-four freshmen. Mr. Rupert Shaw, projected director for the fall teacher-training session, is teaching the program, assisted by four student teacher aides, thus expressing our intention to prepare older students as teacher aides. The entire faculty is to acquaint itself with the program,

since the fall sessions for in-service preparation will be given to all faculty. The Foundation has applied to the Seattle Foundation for a $4,500 grant to cover costs of the pilot project this spring, and we are awaiting word of their decision. The Foundation will continue with their pilot project in any case, so convinced are they of the value of their contribution to the Ricci program. Formal testing will evaluate students both before and after the pilot project to determine validity and effectiveness of the project.

The Fall orientation program which the Warren Foundation plans for the faculty of Ricci Form One would cover approximately one week of daily seminars of three to four hours in length, and then regular follow-up with faculty when they begin applying the norms to student learning process, beginning with introduction to study skills in the two-week school orientation, and continuing with regular classes thereafter. The program seeks to intensify the learning process and shorten the time span especially for the Expository skills program , but it applies as well by adaptation to all other areas of the curriculum. Basic to the program are two key concepts:

A. That insofar as language is the medium of education in every area of the curriculum, all teachers are developers of language skills.

B. That if the student is to learn how to learn, he must be made aware of his own learning process step by step.

No other program to prepare for the Ricci curriculum presents these concepts with a "how to" approach.

"Frosh Overnighters"

Besides the formal programs planned for the orientation period at the beginning of the school year, a group of the Jesuit faculty will be taking students to the Jesuit camp on Puget Sound at Warm Beach for "frosh overnighters". These two-to-three-day periods greatly help in establishing rapport between the students themselves (since we do everything we can to provide a broad geographical mix) and between students and faculty. This type of program continues during the year in a variety of week-end retreats (Friday and Saturday, or Sunday and Monday)in which two or three faculty take about eight to ten students to the Jesuit camp for a time of reflection, prayer, and recreation. Thus this retreat program, together with the frosh overnighters, helps to build what we feel is a major goal in the program, a sense of community, and an emphasis on working with one another. Such programs follow-up and reinforce the Pacific Institute's program in developing healthy self-images.

D. Psychological Preparation for Going Coeducational

Seattle Preparatory has been an all-boys school for more than eighty years. Next year, in Matteo Ricci College, girls will enter for the first time - approximately 75 in the ninth grade, and perhaps 20 in the tenth. The eleventh and twelfth grades continue the present boys' Seattle Preparatory School program. Therefore, steps are being taken to prepare both students and faculty for this change-over.

Early in March, 1975, Mr. Richard Ellis, principal of Bellarmine High School, Tacoma, gave our faculty some of his reflections of what happened the preceding fall, when they went coeducational by merging with Aquinas and St. Leo's - two girls' schools. We will be encouraging our faculty members who have not taught in coeducational schools to gain some minimal experience. We also consulted Mr. Dan Ayrault, headmaster of Lakeside School, Seattle, about experiences there when they went coeducational five years ago.

We have identified qualified speakers to address the faculty on growth needs of adolescent girls; such presentations will begin this spring, and continue in the fall. In order to raise the number of women teachers on the faculty (we have three at present), a priority will be given to filling open positions at Ricci with women faculty members, and a woman will be appointed to the Counseling Department.

Thus far, we have received the following information and assistance:

1. Mr. Ayrault feels that, though outside experts may be valuable, the women faculty members themselves are most effective in making the change-over smooth. Their interaction with both students and faculty helped the Lakeside change-over to be successful.

2. Even without formal preparation at either of the two schools consulted, no disruptions or major difficulties were encountered, apart from a relatively short period of perhaps two weeks' discomfort. As Mr. Ayrault said, "Why should there be? The boys already live in a coeducational world!"

3. The faculty training programs and the school orientation programs in the Fall should contribute significantly toward a smooth change.

4. Prior adaptations should be made in specific areas, such as the selection of books (primarily in literature classes) appealing equally to girls and boys.

5. Total socialization may be an unreal goal, although felt as an ideal. Adolescents tend to group according to mutual interests, whether these be racial, sexual, or according to activity interests. But the school administration will work to prevent these from becoming cliques or disruptively exclusive. The major need is experience and time.

E. Co-Curricular Activities

Matteo Ricci College considers co-curricular activities to be learning experiences in themselves, and an integral part of the entire educational program. They are to flow from, complement, and contribute to the regular academic curriculum. For example, students involved in athletics (either intramural or interscholastic) should profit considerably from their psychophysical training, and those involved in any form of art, music, or craft work should profit from the aesthetic-artistic goals. This is entirely consistent with the rationale behind the Ricci program which seeks to develop the whole person and to eliminate the dichotomies which often exist between school and life, between academic work and after-school "fun".

Coeducational curricular activities will include current offerings, e.g., debate, drama, yearbook, newspaper, chorus, student government, social activities, etc., although the students will be expected to participate more directly in the decision-making aspects of these activities, according to the goals of the Rationale.

Concerning eligibility in interscholastic activities, especially athletics, a potential conflict could arise. Because of the unique structuring of the Ricci program, twelfth-grade students will be doing college work at the University campus, and thus possibly unable to compete with students their age. Therefore, we have asked the Washington State Interscholastic Acivities Association to grant secondary level eligibility to our students during the first four years of the Ricci program. In reply, they indicated that they could foresee no problems in such an arrangement, provided the student was not participating on a secondary level after receiving a secondary school diploma. They also indicated reluctance to allow the student freely to choose either secondary participation or collegiate participation

in the twelfth grade of Ricci; they want the student to choose one way or the other for the whole year. Father Healy met with the Association on Friday, March 21, 1975, to discuss the matter, and formally written agreement is expected before the end of the year.

F. Transfer Policies

Since the fourteen-year-old student cannot in every case be realistically expected to make a six-year-long commitment to the program, the student is free to transfer out any time during the program. However, the student will experience the value of the program while moving through it, and thus be able to make a year-by-year commitment for the total package, i.e., Matteo Ricci College will sell itself.

A unique characteristic of Matteo Ricci College is its Stop-Out Program. We recognize that not every student develops at the same pace, in the same way, or even in the same program. Some students require more time for personal and emotional growth than traditional lock-step programs allow. Therefore, Matteo Ricci College encourages the student to spend some portion of these crucial growth years in experiences outside a strict academic structure. Such Stop-Out time could be travel abroad, community service volunteer work, internships similar to independent study programs, foreign study programs, third-world experiences, etc. The school will provide the student direction for the type of alternative experiences best suited to the individual's needs. Such experiences can take place during summer months, or as either portions or totality of an academic year. When the student returns to the Ricci program, the counseling department will assist the student in evaluating the alternative experience and in pursuing studies which will help the student better to appreciate and grow from this Stop-Out time.

The student desiring to transfer from the First Form will receive a transcript from Seattle Preparatory School. At the end of the first or second year little difficulty is foreseen regarding transfer of credit. A request at the end of the third year poses more problem. A student receiving the status of "junior-admit" will have four years of college ahead. In the Ricci program, the student will face only three years for completion of baccalaureate requirements, in a program designed and integrated to be the second part of a six-year program. Given Ricci's emphasis on learning how to learn and inculcation of basic skills, the student will have received an excellent college preparation within three years. Students of Ricci College will be in a position to receive secondary school diplomas from Seattle Preparatory School at the successful completion of the first year of Form Two, or of the first year at another college. Past experience with juniors admitted from high school to college has shown that in such cases

students frequently do not desire or need a high school diploma.

A student may wish a traditional fourth year on the secondary level for a variety of reasons. These may be as varied as inability to perfect required skills within the three years, or an individual's need for greater emotional and psychological growth without the demands of college level work. For such a student, Matteo Ricci College, through Seattle Preparatory School, will tailor a fourth year as part of Form One. It will be geared to the student's particular needs and interests, though less rigorously structured than the regular three-year program.

APPENDIX "A"

COMPLETE CURRICULUM STATEMENT OF MATTEO RICCI COLLEGE

Regarding terminology in this statement, it is necessary to note that

FORM ONE refers to the first three years of the program, which utilizes basically the Seattle Preparatory School campus, and

FORM TWO refers to the second three years of the program, which utilizes basically the Seattle University campus.

PRENOTE

In Continuity and Discontinuity, the Carnegie Commission relates that "Schools and colleges have had historically different missions, though there is now some convergence," and goes on to recommend that"College ought to represent something different from high school in purpose, content, methodology, and style." (p.103) The Ricci curriculum follows upon the Carnegie recommendation. Thus Form One avoids, especially in the first two years, traditional disciplines/subjects which are often repeated (although at greater depth) at the college level. These first two years focus primarily on learning how to learn, on mastering the basic skills required to learn subject areas rather than specific disciplines. Furthermore, intentional emphasis is given to develop the person at these crucial years of adolescent development through exercises which help reinforce healthy self-image, clarify one's own values, develop the student's ability to make decisions for himself, etc. The third year of Form One, in the student's equivalent third year in high school, seeks to build on the ability of that age group to move more easily into the abstract thought which characterizes a university program, while still providing the closer supervision and structuring of Form One, and thus provide continued emphasis on, and development of, the student's affective/emotional growth.

Form Two presents the more rigorous intellectual demands of the college level which, while allowing one-third of the student's time within specific disciplines (intra-disciplines), encourages interdisciplinary thought and systems as an attempt to reduce the excessive compartmentalized mentality inherent in traditional college structures. It continues to build on the skills developed in Form One. Thus, though the Curriculum Chart would seem to indicate that the

program is structured 3-3, it is more accurately structured 2-1-3, according to specific developmental needs of the student, as opposed to traditional structuring based on needs of departments. The program is thus integrated and integrative, and - above all - person-oriented.

FORM ONE (first three-year unit)

A. Religion

1. Goals of the first two years: to develop a person of the following qualities.

- sensitive to and aware of his own experiences (integrated)
- capable of reflecting on those experiences (reflective)
- willing to communicate them to others (sharing/social)
- listens in his relationships with other men and with God (aware)
- acquainted with all the various elements of faith as it has come to us through history and tradition (consciously religious)
- acquainted with the important elements of other non-Christian religious experiences (ecumenical)
- able to express his own religious experience in prayer and in worship (community-conscious; active)
- willing to make the results of his religious experiences operative in his life for the service of his fellow men (oriented to service)

Methods

- small group discussions/seminars, meeting every other day
- exercises in listening and sharing one's own life experiences with others in an environment of trust and openness
- training in techniques of meditation to develop habits of reflection and prayer
- introduction to techniques in value clarification (e.g., based upon such resources as Raths and Simon et al.) and decision-making (e.g., CEEB program, adapted for Ricci's goals)

2. Goals of the third year

- to build on the first two years' experience-emphasis by introducing more religious , psychological, and historical data (e.g., how mankind in general responded historically to his interior need for God/transcendence, revelation, historical development of doctrine and tradition, a theological and psychological study of man's need for myth and ritual, etc.

Methods

- Lectures, as needed, for presentation of new data
- small group discussions/seminars to develop conceptual data growing out of extensive readings

- presentations by selected speakers beyond assigned faculty
- required community service (e.g., hospital work, tutoring, teaching grade school students in their homes, working with the elderly, etc.) This requirement can be fulfilled either this year or the following year. The student would also have the option of spending some portion of a "stop-out" period for such experience by visiting other countries, working with the Jesuit Volunteer Corps (similar to Peace Corps), or as an exchange student in any of the many Jesuit schools throughout the world, preferably in a third-world country

Sources

- extensive experiences and documents in religious education primarily centralized by the Jesuit Secondary Educational Association (JSEA)

B. Aesthetic-Artistic Development

1. Goals of the first year

- to enhance, enrich, develop, and make as conscious as possible the student's sense perceptions of his total environment
- to introduce the student to and give him elemental experience in primary artistic media such as drawing, sculpting, potting, etc.

Methods

- seminars of approximately twenty students each, meeting twice a week for one semester to (1) identify elementary aesthetic phenomena such as time, space, motion, sound, rhythm, color and light, and (2) then to seek out in his own environment and in art activities such as music, dance, drama, the visual arts (including popular media) and architecture expressions of these basic aesthetic characteristics
- the latter is essentially self-directing, as well as a dynamic of learning through interaction with other students
- seminars of approximately twenty students each, meeting twice a week for one semester, under the direction of the Resident Artist in the artist's/school's art laboratory, to learn how to use the basic material of varied arts and then explore the use of that material/medium

Sources

- The Sensory Development Program is modeled essentially on the Aesthetics Program which Ms. Barbara Salisbury developed at Seattle University on a project funded by The Fund for the Improvement of Postsecondary Educational (entitled Aesthetic Education Program, grant number OEG-0-73-6450)
- The Resident Artist Program draws from several sources, notably the Seattle Allied Arts' "Artist in the Schools" program, Lakeside School's very successful Resident Artist program here in Seattle, and similar programs elsewhere

2. Goals of the second year

- As in the first year, to provide the student with the experience through art of a major Ricci emphasis, process. Artistic endeavors provide vivid, concrete, physical realization of the Rationale's goal of moving "progressively and integrally from observation through inquiry and validation to action and then back to observation and inquiry on the new situation." In support of such activity, the third-force psychologist, Abraham Maslow (on whose thinking much of the Ricci rationale is built), has stated " . . . (C)reative art education . . . may be especially important not such much for turning out artists or art products as for turning out better people . . . (I)f we hope for our children that they will become full human beings . . ., then as nearly as I can make out, the only kind of education in existence today that has any faint inkling of such goals is art education." (The Farther Reaches of Human Nature, 1971, Viking, p. 57, emphasis added)

Methods

- one semester of individual work by the student in an artistic medium of his own choosing in the school art lab under the direction of the Resident Artist
- One semester or the equivalent of participation in one performing art activity, either at the school (as we can afford) or through various agencies and groups available throughout the city (e.g., church choirs/folk groups, bands and combos, amateur theatre groups, Dance Theatre of Seattle, etc.)

3. Goals of the third year

- greater student awareness through art of life styles and values of cultures other than his own (Major theme for the whole year)
- continuing experience and experimentation with artistic media, particularly in the visual and plastic arts, optional for student

Methods (to be worked out in greater detail during the coming year)

- seminar in Cross-Cultural Awareness, directed by Sensory Development faculty member and (wherever possible) integrating such insights with the Interpretive Science program, through team-teaching, field trips, audio-visual presentations, museum trips, etc.
- continued participation by the student (optional) in co-curricular artistic activities

Sources

- The Aesthetics Program (cf. above)
- Ricci Co-Curricular programs (cf. VIII, E, p. 63)

C. Empirical/Natural Sciences

1. Goals of the first year

- student mastery of the basic tools which underlie all the empirical sciences (measurement, observation, hypothesis, and verification, etc.)
- heightened student awareness of how various elements interact and are mutually dependent in economic systems and man's environment

Methods

- an investigative course entitled Introductory Physical Science (IPS) based on a text by Haber-Schaim, 1972. The basic theme of the nature of matter is offered, with a discovery of general principles such as conservation of mass. Through scientific method and measurement, the student is led to a grasp of the development of evidence for an atomic model of matter
- an Environmental Studies program which will make use of the physical sciences as a vehicle for learning about the environment, and unified with the Introductory Physical Science program. It involves exposing students to basic principles underlying the science of Ecology, and concludes with a futuristic game project titled "Survival City" in which students, working in teams, design and construct a domed habitat which would be necessary in 2009 A.D. as an interdependent and closed-system complex to survive a world which no longer can naturally provide life-supporting resources. (The Introductory Physical Science/Environment Studies program was begun at Seattle Preparatory School in 1974-1975, with great success and student enthusiasm.)

Sources

- The Environmental studies project was adapted from Brehman,

Environmental Demonstrations, Experiments and Projects for the Secondary School, 1973

2. Goals of the second and third years

- to introduce the student to specific scientific intra-disciplines, building on the general introduction (IPS) of the first year, and continuing the emphasis on science process and method

Methods

- a program in Unified Science, covering two years' time. It begins with an 18-week block study of chemistry, emphasizing concepts of a scientific model (atomic/molecular theory), change of substance (chemical reactions), and chemical dynamics (energy gains and losses, acid-base reactions, etc.). It then moves into two 9-week inter-disciplinary units, chemistry-physics (nuclear energy, light, heat) and chemistry-biology (carbon atom, organic chemicals, biochemicals, DNA-RNA). In the third year, the student spends 18 weeks in physics (mechanics, magnetism, electricity, electronics, physical laws) and 18 weeks in biology (living organisms and processes, living organisms and the environment, human systems, biological laws).

Sources

- The Unified Science program is being developed from guidelines suggested by the Center for Unified Science Education, Columbus, Ohio, as an outgrowth of the Federation for Unified Science (FUSE). FUSE is opening an office in Portland, Oregon, under the direction of Dennis Cox, and will be offering summer institutes to train teachers in Unified Science on National Science Foundation (NSF) grants. The guidelines specify content, units, and methodology.

- The required 4-year block in Empirical/Natural Science concludes in Form Two with an inter-disciplinary seminar to be drawn up by Doctor Bernard Steckler of the Seattle University faculty, and modeled on the NSF-funded Harvard Project on Science and the Humanities. Funding for the development of this program is included in the grant request from Fund for the Improvement of Post-Secondary Education (FIPSE).

D. Psycho-Physical Development seeks throughout the entire program to integrate mental and spiritual goals of the Ricci program with the physical.

1. Goals of the first year

- to provide the student with knowledge of the basic psycho-motor skills which underlie all forms of sport activities and any physical activity (e.g., balance, tension, breathing mechanisms, relationships between heart-beat rate and various strenuous exercises, etc.)

Methods

- presentation through appropriate means (lectures, readings, audio-visual presentations, etc.) of the specific psycho-motor skill, one by one, drawing upon content taken from physiology, basic health, etc.

- student exploration/experimentation with that skill through whatever physical activity best expresses the skill
- student reflection upon other possible forms of physical activity of any sort involving this skill; further mastery of the skill
- testing the student's masteryof the skill by a pre-determined set of three or more activities or exercises

Sources

- Doctor Hal Lawson, director of Physical Education Teacher Training at the University of Washington, together with faculty from Seattle Preparatory and Seattle University. He has drawn up similar programs for other schools, and is currently training Physical Education teachers in this new approach; he has asked that we accept University of Washington students, as part of their training, to assist our faculty in the implementation of this program. It is also important to note that "physical activities" indicated above are to go beyond traditional Physical Education sports activities to include basic rhythmic movement, dance, mime, and the Eastern "martial arts". Thus the director of this program at Ricci will be responsible also to contract for trained personnel to cover these broader areas of Physical Education which we would be unable to teach ourselves.

2. Goals of the second and third years

- that the student build on the insights and experiences of the first year and develop them further, especially with the goal of developing skill in physical activities which he can continue through life

Methods

- participation in physical activities, over a two-year period, including the following areas:

  (a) individual sport
  (b) group/team sport
  (c) some elementary dance activity (body movement, modern dance, folk dance, etc.)
  (d) aquatic sport
  (e) one of the "martial arts", such as Kung-fu, Karate, Jiu-Jitsu, etc.
  (f) some dramatic activity, such as mime/ pantomime, etc.

- a student can fulfill the group/team sport requirement through a preferred inter-scholastic or co-curricular activity or sport, but must fulfill all other required areas as well
- a student can fulfill any of the above requirements, either by participating in activities provided by the school, or by any agency or group outside the school at his own choice (swim club, dance group, etc.)
- a student has extensive facilities and activities available to him in both Form One and Form Two at Seattle University's large sports pavilion and in their well-developed Fine Arts program, although such activities are optional in Form Two

E. Interpretive Sciences (for the first two years combines all the human sciences together while focusing on learning how to learn on one's own, and is thus titled Expository Skills).

1. Goals of the first year

- that the student master the basic skills underlying work based upon expository data, to include
  (a) Writing (complete, coherent sentences; effective use of basic grammatical terms; paragraphs with, and controlled by, topic sentences; documentation techniques, etc.; writing assignments will be frequent, though brief)
  (b) Reading (able accurately to interpret the printed page)
  (c) Logic and Organization (able to draw up one's own outline, and to outline assigned expository data)
  (d) Research (experienced extensively in use of library resources)
  (e) Note-taking (able to grasp essential points/ arguments from both written and oral presentation)
- that the student improve his reading skill by extensive reading from prescribed areas

- that the student be at least familiar with the nature of language and its use ("languaging"), including use of the dictionary and word origins, Latin and Greek roots, spelling, the importance of position for creating meaning in the English language, etc. This latter acts as a preparation for Foreign Language studies in later years.
- that the student have extensive knowledge of classical mythology
- that the student explore non-expository and creative forms of writing as a means to experiencing the joy of language for its own sake

Methods

- daily sessions, not to exceed 25 in number, working together as a whole class or in small inter-action learning groups (as the occasion and activity requires) in the following skill activities:

(a) an initial period of time, not to exceed one-fourth of the school year, of intensive writing exercises and mastery of basic grammatical terms, drawn from the structured content and methodology of the Warren Foundation training program. The development of writing skills is to be diagnostic rather than prescriptive - that is, the teacher is to work from samples of the student's writings on topics of his own choice (as far as possible) which arise from any class the student attends; working systematically through skill areas (sentence to paragraph), the teacher identifying particular problems, and through student rewrites, helping the student to clarify and intensify his expository writing habits. Thus, rather than spending long periods of time on prescribed writing exercises from texts which focus on language, the teacher is attempting to shape the student's thought and learning process through a polishing of the expression of that thought in language - and writing especially.

(b) material for reading comprehension development is to be contemporary, preferably local newspapers at the beginning, and then such national journals as The Christian Science Monitor. Newspaper study helps raise the student's awareness of his own contemporary history, and provides opportunities for library amd other research for information involved in current events with which he is not familiar. The Monitor, apart from its superb expository style and the diversity of topics which it offers, also provides thematic content which is of prime value in the Ricci program - social justice, the global community of man and the need for international cooperation by peaceful means, etc. The student, working from an article of

approximately 200-300 words, will synthesize in one sentence of his own wording every principal idea of that article. When this is mastered, the student will move to longer articles (half or whole page), synthesizing each paragraph and then setting his summary sentences in a logical and accurate outline of the article. Vocabulary study draws from this reading material.

(c) The foregoing exercises thus indirectly help develop the student's logical thought processes; e.g., by forcing him to recognize whether everything he has written in a paragraph is directly related to and controlled by the topic sentence. Outlining develops skill in continuity of logical thinking/organization.

(d) After selecting a major recurring item from the newspapers under study, the teacher constructs RAPackets (applied research activity exercises) involving the library resources of card catalog, periodicals and periodical guides, reference works, Dewey and Library of Congress cataloging systems, etc. The student then searches out the assigned material and thus comes to familiarity with library resources by actively "doing" exercises dealing with relevant, contemporary material.

(e) The student will expand his reading background by choosing at least sixteen books a year from prescribed areas (fiction, non-fiction, fantasy, science-fiction, biography, history, etc.), and a tracking sheet will record his progress. Reporting can be by brief summary in the student's journal, by brief interview with the student, or any other adequate way. Input and reading experience rather than systematic analysis remain primary at this point.

(f) The student will learn approximately fifty basic Latin and Greek prefixes, roots, and suffixes, and be trained in interpreting basic etymological data from the dictionary (preferabably Webster's Collegiate edition.) The teacher will then identify key words from class newspaper reading as on-going exercises in word origins, synonyms, and how words change meaning through usage (etymology).

(g) Mythology will be introduced by a RAPacket which the teacher will draw up, and through student reading of the Stanford paperback, Myths and Modern Man. Wherever and whenever possible, games will be created or obtained as exercises in learning mythological information, and vocabulary drawn from classical mythology pointed out and mastered.

(h) Each student will keep a journal which serves a number of purposes; a schedule of class assignments,

frequent if not daily paragraph-length creative writing exercises, brief reports on books which he has read, etc.

2. Goals of the second year

- at this point the student applies the expository skills learned in the first year to specifically historical data
- that the student continue to master basic expository skills introduced in the first year through similar exercises and learning experiences
- that the student continue to enrich his reading background, as in the first year
- that the student begin to approach literature as literature/ genre

Methods

- the student will spend one semester in American studies, and one semester in European studies. The approach will be thematic rather than extensive and chronological; inductive method, involving the question "what is the historical method and process?" will be employed, such as the Fenton Social Studies series (by the Staff of the Social Studies Curriculum Center, Carnegie-Mellon University, published by Holt, Rinehart and Winston)
- a Social Studies Resource Center, equipped with text books, encyclopedias, and other reference data, together with various audio-visual equipment, to provide research material
- different types of literature and historical literary figures will be integrated into the program, American and European respectively; furthermore, the student will read approximately sixteen books of his own choosing from prescribed areas, in the first year, to expand the student's reading background

3. Goals of the third year

- that the student become aware of cultures other than his own
- that the student begin intensive study of literary genre

Methods

- the student will spend one semester studying non-Western cultures, and one semester studying American minority cultures (Indian, Black, etc.) in an inductive method similar to that of the second year. This will be reinforced by an Aesthetic-Artistic Development program in Cross-Cultural Awareness (q.v.)
- the student will spend approximately twelve weeks in an intensive analytic study of poetry, working from the Leonard Perrine text, Sound and Sense, as an introduction to language-literature study as such. Other literary types, such as fiction and drama, will also be included, building on the in-depth study of poetry.

- further details and the integration of third-year studies make up next year's planning work, as indicated elsewhere in this paper

F. Foreign Language has for its over-all goal fluency (spoken and written) in a language of the student's choice, and acquaintance with cultures other than his own through a study of language patterns. French and Spanish will be offered the initial year of the program, but other languages following that.

1. Goals of the first year

- that the student become increasingly aware of language, its use ("languaging"), and its sources

Methods

- cf. Expository Skills, year one, Etymology. The Foreign Language department will work with the English department in identifying and clarifying goals, and in preparing RAPackets and team-teaching the program.

2. Goals of the second year

- the student may begin Foreign Language study in his second year, depending upon the student's past language experience, his work load, talent, etc.

Methods

- will follow as closely as possible, in a synthetic situation, the natural way in which we learn our mother tongue, that is, the Intuitive or Direct Method
- daily class sessions will be offered as one means
- because Seattle University has campuses abroad (Grenoble, France and elsewhere) the student may choose to spend a year of study abroad, or part or all of a stop-out year abroad, and through this experience attain foreign language goals

G. Mathematics - the content of mathematics is essentially self-explanatory, and the program requires four consecutive years, as indicated below. Inductive method will be emphasized, in order that the student become increasingly aware of, and skilled in, mathematical process. Therefore the program begins in the first year with an introduction to elementary logic, both verbal and mathematical.

1. Goals of the first year

- the student will have algebra three times a week, and geometry two times a week. This combination helps to attain two goals. First, some students are more abstract-oriented in their thinking; others more visual-oriented. Teaching the two in combination helps avoid the tedium which comes with an entire year devoted to a subject for which one does not have a basic aptitude. Second, and more important, this combination allows the student to perceive more concretely and clearly basic principles underlying the mathematical process as such.

2. Years Two, Three, and Four are clearly indicated on the curriculum chart.

FORM TWO (second three-year unit)

Having completed the First Form of the Ricci program at Seattle Preparatory School, and having been systematically trained in basic skills, learning how to learn on one's own, exercised in listening and inter-action techniques of learning and in the other skills/goals of the Rationale (value clarification, goal-setting, strategy-planning, decision-making, etc.) the student moves to the campus of Seattle University to pursue the more rigorous academic work of the college level.

The Intradisciplinary program calls for one-third course load over the three-year period; some of those courses are required (e.g., the mathematics and science programs of the fourth year, foreign language). The student may pursue a single intradiscipline of his own choice (e.g., history, English), but he is encouraged to spread these courses over a variety of subjects for a broader liberal arts exposure to various disciplines and their methods. If he wishes to specialize, he can always take more time than the stipulated three years, especially in preparation for specific graduate school requirements such as medicine or engineering.

Besides these intradisciplines, the student is required to take interdisciplinary and transdisciplinary seminars especially designed for the Ricci Student at the University.

The Interdisciplinary Program requires students to take one-third of the required work dealing with specific questions which can be answered only from a variety of disciplines and which call upon the student to critically read works from different genres.

The questions, approach, and reading material for the interdisciplinary courses will reflect the student's and teacher's desire to continue their own learning. To create a spirit of freshness and excitement, it is recommended that the same interdisciplinary courses not be repeated even though certain selections may occur again. Courses arise from the current interests of the staff and students and are characterized by a sense of intellectual urgency which reaches beyond the confines of any one intradiscipline.

Here are examples of the type of courses being taught in the interdisciplinary program. There are two basic types: Great Ideas modeled somewhat on the Great Books Program and the Seattle University Honors Program, and Current Issues.

Course Examples

Great Ideas Model - themes of freedom, violence, and individual responsibility in social and political change.

Readings - The Declaration of Independence; The Diary of Che Guevara; Sophocles, Antigone; Plato, Apology and Crito; Thoreau, Walden selections, Civil Disobedience; Machiavelli, The Ruler; Plutarch, The Life of Pompey; Shakespeare, Macbeth; Boll, Billards at Half Past Nine; Locke, selections, Of Civil Government; Aristotle, selections, Politics; Adam Smith, selections, The Wealth of Nations; selections, The Federalist Papers; Karl Marx, The Communist Manifesto; Ali Mirdrevvandi Gunga Din, No Heaven for Gunga Din; The Gospel of Matthew; Tolstoy, The Death of Ivan Ilych; Laurence Meynell, The Breaking Point; Weatherby, Out of Hiding; Joyce, Dubliners; Brigid Brophy, Machenfeller's Ape.

Current Issues (Social Violence)

Readings - Shaw, Arms and the Man; Moses, Imperial Rome; Bhagavad Gita, The Song of God; Ghandhi, All Men Are Brothers; Hegel, Reason in History; Engels, On the History of Early Christianity; Bergson, The Two Sources of Morality and Religion; Lorenz, On Aggression; Baldwin, The Fire Next Time; Thoreau, On Civil Disobedience; Danilo Dolei, A New World in the Making; Lonergan, The Subject; Fanon, The Wretched of the Earth; Kenneth Deniston, Young Radicals; Horowitz, ed., The Anarchists; Herbert Marcuse, Repressive Tolerance

and Negations; Bernard Lonergan, Insight, ch. IV; L. S. deGrazia, The Political Community; Max Scheler, Ressentiment;Eric Voegelin, Science, Politics, and Gnosticism; Greene, The Comedians.

The content and methodology of the Transdisciplinary Program follows the traditional disciplines of philosophy, aesthetics, and theology/religion.

The broad lines of such a project will be: Students take one-third course requirements in transdisciplinary work. Classes could either be tutorial, workshop/seminar, or lecture. Transdisciplines encourage and require maximum participation and involvement. In addition to the numerous courses in philosophy and theology required in Jesuit institutions, equal emphasis is placed on courses in aesthetics, as aesthetic values of an age play an essential role, along with ethical and religious values, in the shaping of an individual or culture. The courses have been developed by representatives from the Fine Arts Department, the Philosophy Department, and the Theology Department. What distinguishes the Transdisciplinary courses from the Interdisciplinary courses is the methodology and the type of problem addressed, viz., primarily value questions (e.g., Why is X beautiful, good, true?). The format and style of the courses, however, are similar to the Interdisciplinary courses. A course example would be "An Investigation into our Search for a Criterion".

Readings:

Edward McNall Burns, Ideas in Conflict, pp. 1-34, 543-567; Bernard Lonergan, Insight, Ch. 17; Paul Goodman, The Moral Ambiguity of America; Robert Theobald, The Challenge of Abundance; Aldous Huxley, After Many a Summer; Aristotle, Ethics, Bks. 1, 2, 3, 10; Sidney Hook, The Paradoxes of Freedom; Bernard Lonergan, Insight, Ch. IX, X; MacIntyre, History of Ethics, pp. 1-84, 240-269; M. Barrett, Values in America; Ogilvy, Confession of an Advertising Man; Richler, The Apprenticeship of Duddy Kravitz; P. H. Howell-Smith, Ethics; Golding, Free Fall; Bernard Lonergan, Insight, Ch. XVIII; R. T. deGeorge, ed. Ethics and Society; Sartre, Iron in the Soul; Weatherby, Breaking the Silence; Yves Theriault, Agaguk; Jeffrys, Personal Values in the Modern World; Hesse, Steppenwolf.

CONCLUDING COMMENTS ON CURRICULUM

A. This curriculum of Matteo Ricci College, normally completed within six academic years, allows for and even encourages the student to "stop-out" for a period of alternate learning experiences, such as travel abroad, work experience, third-world experiences, social involvement programs, such as the

Peace Corps, VISTA, or the Jesuit Volunteer Program, etc. Such "stop-our" experiences could be accomplished during summer periods, part, or even all of a regular academic year.

B. Student and teacher loads are also another significant question which yet remains to be more fully developed. Such measurement would run from contact hours to performance rating; some realistic middle means remains to be worked out. The assistance of the requested educational psychologist would be most beneficial here.

C. Teachers are now actually involved in and responsible for detailing the content and means of each element of the curriculum according to the Rationale and other guidelines. This provides on-going evaluation, clearer teacher awareness of immediate and long-range goals, and helps to prevent ossification. Financial assistance to continue this planning next year is part of this grant request.

D. No decision has as yet been made about scheduling the class day. However, the planners have agreed that one major consideration will be toward flexibility. As the student progresses year by year, if he has adequately acquired the habits of self-learning, he should be able to have time to pursue his studies increasingly on his own. Two factors follow from this goal. First, the student is involved in planning as many aspects of his own education as possible from the very beginning (cf. Rationale, p.31); and second, each student in Form One work directly at least once a week with an advisor/mentor who is responsible for helping the student coordinate and evaluate his progress. This can be accomplished by group meetings, but also by individual meetings where further and more intensive assistance is provided.

Furthermore, the scheduling must be flexible enough to allow for educationally valid experiences outside the school, throughout the city, on irregularly occurring occasions. Such experiences include music, art, and theatrical/dramatic presentations, museum trips, contact with the varied resources of business, professionals and foreign embassies, etc.

APPENDIX "B"
MATTEO RICCI COLLEGE GUIDELINES

Two attitudes should characterize our school - the spirit of compassion and wonder. These should be fostered in all relationships between participants, both students and faculty, in our interaction with the community, in our curriculum, projects, and school activities.

Two focusses should be sharpened through our school - community/society and personal/individual. We should oppose the contemporary cultural stress on the personal/individual as having the highest priority by always integrating it with the community/society focus. Community/social values should have priority when there is conflict with the personal/individual values.

Whatever reasonable means cultivates in students and faculty a spirit of compassion, attentiveness to authentic needs of others and oneself, curiosity, ordered inquiry, creativity, critical judgment, practicality, deliberateness, responsibility, decisiveness, facility in communication, and commitment will be given the highest priority.

Available resources should be used: social agencies, schools, hospitals, public authorities, private institutions, young children, retired people, members of diverse social, cultural, national, and religious backgrounds.

The students should assume responsibility for decisions about their individual course of studies and the environment in which they function in accordance with their development level.

Opportunities for field work and the handling of primary materials on social and environmental topics or problems within the surrounding area should be developed to illustrate the social, ethical and methodological dimensions of intelligent inquiry.

Personal responsibility and social commitment should be fostered by continual emphasis on prediction, tendencies, and alternatives of the future, as well as the student's role as an agent of change. Study of the past and present, the probable and the preferable should always be aimed at making intelligent, creative, realistic and preferable choices about one's society and one's self.

Faculty should be committed to a constant search for the best ways of communicating to students the excitement of learning and involving them in their own meaningful inquiries and interests.

An atmosphere of excitement about learning should be created which fosters intelligent and responsible freedom to explore and develop each person's unique talents, interests, and contributions to the learning community.

Where possible, students should be engaged in doing research for themselves and in sharing their learning with others by leading discussion seminars, acting as assistants to faculty in classes, serving as tutors, etc. Students should interact with more advanced students and adults in an atmosphere of significant learning.

The essential coherence and continuity of the program should always be preserved while simultaneously offering the students opportunities to make meaningful judgments and deliberate choices how to best profit from what the program offers.

The role of the teacher in the college is to be a compassionate and curious learner, capable of teaching through word and example how to learn for oneself.

July, 1974

Statement
of
Basic Values and Philosophy

As we near the year 2000, we see our world rapidly becoming more interdependent nationally, culturally and socially. To prepare young men and women committed to traditional Christian values, able to live creatively and constructively with the change and ambiguity of our era, the new program offers a radical departure from the present high school and college system of education. At the same time, the Society of Jesus at Seattle Preparatory and at Seattle University reaffirms the tradition of Jesuit education as first articulated in the "Ratio Studiorum" (The Plan of Studies) of 1599.

The goal of this program is to foster a catholic spirit of wonder and its manifold dimensions through an integrated and interdisciplinary course of studies. This will culminate in a bachelor's degree from Seattle University six academic years after eighth grade. The program will prepare persons prepared to enter the community as educated persons who recognize the need to continue learning throughout life and persons prepared to pursue graduated and professional studies.

The new school aims for graduates who will marvel at the wealth of human experience but wonder about its meaning; who will open themselves to the diversity of explanations but demand critical reflection and verification; who will acknowledge any truth, but ask about its value and relevance for the entire human community; who will serve the community of man, but question whether the values of that community accord with the continuing revelation of the divine to man.

The unique feature of the program will be not only the catholicity of its values or the synthesis of an eight-year program into six, but the emphasis on the harmonious development of the aesthetic, intellectual, moral and religious potential in each student, as students discover within themselves the joy of belonging to an open, human community. At the end of the course of studies, students will not feel that they "have all the answers," but that they must ally themselves over a lifetime with what is genuine, with the challenging, with what demands everything, and with the courage to accept the mystery and wonder within and around them.

The College will thus deal with the following elements:

Aesthetic/Intellectual Growth

The ability to truly sense self and world, be aware of bodily presence, graceful movement, and the whole realm of aesthetic experience;

Awareness of feelings and experiences, and the ability to communicate this freely;

Knowledge and practice in a range of disciplines to research, gather data, verify, analyze, and make decisions in life;

Awareness of each student's own operations and responsibilities in the process, and so of their own worth as free subjects and directors of their own destinies;

Having their strivings accepted, complemented, reinforced in a learning community which thus affirms their worth as persons with their own perceptions, strivings, goals, but which also challenges them to authenticity in learning and action;

The ability to communicate with others by truly listening, and to have a facility in language, rhetoric, and skill in media by which they can communicate knowledge and decisions effectively to others;

A coordination of these skills to produce confidence in their own judgments and in themselves as the responsible authors of their decisions;

Awareness that in all of this authentic striving, students are growing to the fullness of a personal relationship with the God who has orchestrated all personal dynamisms to draw man to Himself in knowledge and love.

Social Growth

Experience with knowledge of the social structures in which students have been raised and in which they live. Through the classical writings of their culture and through its traditions, students will explore the historical backgrounds and development of these social structures. They will experience them by immersion into the communities which now exist, especially the oppressed communities;

Ability to analyze social trends, and to use the mechanisms of socio-political change;

Knowledge of our society's values, theoretical and practical, and awareness of the social contradiction and its reversal by commitment to authentic value (especially in religious experience);

Awareness of the connection between social knowledge and social commitment toward striving for justice and peace in the world through structural change;

Recognition that Judeo-Christian values are the solution to the problems of today's fragmented world and that each is called to leadership in the intellectual, social, cultural, and political currents of society to incorporate these values;

Cultural Growth

Awareness that ours is only one of many cultures, and hence development of an ability to experience and affirm the values of other cultures;

Awareness of world geography, demography, urbanization;

Awareness of major international political systems, economic systems, religions and arts.

Awareness of the impact of large corporations and multinationals on the world.

Religious Growth

An intellectual conviction that all the forces at work in the world are oriented to God in ever-increasing, self-transcendence and socialization in the kingdom of Christ;

Ability to find God in all things, to become a contemplative in action, with the ability to discern the will of God for justice in complex and subtle ways;

The ability to create community in God as the social reversal of today's fragmentation which produces alienation.

Experience of a community among those who hunger and thirst for justice (the Church), and the ability to freely celebrate their labors for it in liturgy, in a shared prayerful experience of the work of the Spirit in men as the source of their own power to persevere.

APPENDIX "C"

HISTORICAL NARRATIVE

1. History of Planning for Matteo Ricci College

The provincial superior of the Oregon Province of the Jesuits, as early as 1972, was deeply concerned about the outcomes of the Seattle Preparatory School curriculum. The alumni seemed grouped as social, economic, and political arch-conservatives who did not support the forward thrust of the Roman Catholic Church as summarized in Vatican Council II and the reform and integration of American society as proposed by the civil rights movement of the 1960's and enacted into law. The mandate given to the planning team which was sent to the school was to radically alter the direction of the school or to close it. Since the Jesuits are experienced educators, they moved immediately into curriculum planning as the most important instrument in reformation of the school. In addition, they commissioned studies regarding the religious, ethnic, and economic backgrounds of the present student body to serve as a basis for introducing new and different students into this conservative environment. Experience proved that the structure in operation in 1973 was itself the strightjacket that prevented change. It was the traditional, four-year, single-sex, college preparatory school. Therefore, the decision was made to alter this structure radically. The new structure had to be able to introduce coeducation and to eliminate racial and economic bias, and the previous enslavement to textbook-centered instructional techniques. These were the endemic concerns at Seattle Preparatory School out of which Matteo Ricci College was born.

Paradoxically, similar concerns emerged at Seattle University. Changes in the composition of the student body and in their vocational goals brought about an examination of the curriculum and an investigation and evaluation of the new and old sources for applicants to the Seattle University. The Dean of the College of Arts and Sciences, Father James Powers, S.J., in the spring of 1972 sought the help of Mr. Matthew Cullen, a visiting fellow of Battelle Northwest, in this evaluation of curriculum and admissions profile of the University. Mr. Cullen sketched out a plan for shortening the number of years toward the acquisition of the baccalaureate degree.

In the process, the following concerns were considered:

1. Increasing number of professional schools and the demands made by professional associations for a greater share of the curriculum.

2. The humanities and liberal arts became more professional and less liberal as educational success in the humanities came to be judged by the number of students admitted to graduate schools, or who were hired by affluent school districts.

3. Lower division courses came to be viewed as "service" programs and were taught by instructors who regarded them as a purgatory or as a nuisance which prevented them from getting down to the serious business of life: teaching upper-division or graduate courses in the major.

4. Liberal education degenerated into "humanities programs", core requirements, or the like. It became a frill. Far too many students finished two years of college without obtaining an integrated liberal education or acquiring a sense of direction for their remaining college work.

5. The University was losing its tradition of eminence in the liberal arts. Programs in the humanities were losing their purpose as part of a liberal college education.

For these reasons, many Jesuits felt that the University was losing its purpose as a Jesuit institution.

The prime need was a program in the humanities which would sharpen the minds, refine the tastes, and soften the hearts of college students. In general, what was needed was a three-year college program for those who sought to be liberally educated in general education, which would prove satisfactory for those who wanted a terminal degree, and which provided excellent background for those wishing to pursue professional training. (cf. "3." following for the complete Battelle Conference report.)

A conference of Seattle University personnel was held at Battelle Northwest's Seattle Research Center May 1-3, 1972. This produced a readiness on the part of Seattle University's faculty to discuss innovation in curriculum, and the shortening of the time span necessary for graduation. Many persons at Seattle University today point to this conference and subsequent discussions as the origin of Seattle University's participation in Matteo Ricci College.

The decision for cooperative planning of Matteo Ricci College was made for a variety of reasons. It should be noted that, on the part of Seattle Preparatory School, the planning team discussed the genuine possibility of closing. The planners concluded, however, that the institution could undergo radical change and yet continue in existence. The Jesuits thus

chose to remain in Seattle because of their dedication to work within the great centers of influence, usually synonymous with great metropolises. But this decision also promised that innovation, experimentation, and forward social progress would be norms for the creation and implementation of any new educational institution.

In addition, the Jesuits of Seattle Preparatory School and Seattle University do not believe that it is a proper political or educational goal for a nation such as the United States to have the State totally control all educational institutions. This is particularly true in this country where constitutional prohibitions exist that prevent a school subsidized totally by tax money from espousing a value system grounded upon religion. The Jesuits conducting a private institution can specify the value system we wish to share with our students - one based upon Judeo-Christian traditions - and thus positively contribute to America's pluralistic culture and national unity based upon divergent ideologies.

Finally, the enthusiasm, both locally and nationally, that greeted our first announcement of the decision to create a radically new institution was itself proof that persons in this area and in the nation recognized a felt need for for such educational diversity and freedom. The response of the educational leaders in the public school systems and local junior and state colleges has been greater than expected and augurs well for cooperation in the implementation of Matteo Ricci College. Their response also suggests that other high schools, colleges and universities are ready to adapt our plan after evaluation of its success.

161-A

4. History of Seattle Preparatory School

Seattle Preparatory School traces its origins back to an invitation by the Most Reverend Aegidius Junger, Bishop of the Nisqually diocese. In March, 1890, Father Augustine Laure, S.J., of the Yakima Mission, had promised him a boys' school. Plans for the school had still not been formulated by July, 1890, so Bishop Junger wrote expressing regret that the school had not been opened. In April, 1891, the Bishop urged the Jesuits to take over St. Francis Hall and establish a parish and school in Seattle.

On September 23, 1891, eleven years after Seattle had been founded as a town, the Jesuits established themselves in St. Francis Hall at Sixth and Spring Streets.

St. Francis Hall was used as a temporary site for the Immaculate Conception Church and school. The building was owned by Father Francis X. Prefontaine, pastor of Our Lady of Good Help Parish. The Jesuits rented from Father Prefontaine until they were able to provide themselves with a permanent location on their own land at 900 Broadway, which had been purchased from A. A. Denny in November, 1890.

On April 16, 1893, the cornerstone of a brick building at Broadway and Marion, known today as the Garrand Building, was laid and blessed by Bishop Junger.

On October 17, 1898, the corporate title of the Immaculate Conception School was changed to Seattle College and the institution was authorized by the State of Washington to confer degrees and honors similar to other institutions in the United States. In 1902, the first High School commencement exercises were held in the Third Avenue Theatre. It was not until June 23, 1909, that the college conferred the Bachelor of Arts degree on the first graduates.

In June, 1902, the first Seattle College annual, made up of papers submitted by each class in Seattle College and Seattle College High School, was published.

In 1918, War Department officials informed all schools of higher education that the Government intended to take over the education of most males over 18. A few schools were selected to remain open. All of Seattle College's students were transferred to the selected schools, bringing classes to an end for the time being. Meanwhile the Seattle College campus was transferred to a new site. This move was necessitated by demands for more classroom space and was made possible by Mr. and Mrs. Thomas C. McHugh. On March 12, 1919, they purchased and presented to Seattle College a seven-acre campus and two buildings at 2440 Interlaken Boulevard, present location of Seattle Preparatory.

Adelphia Hall, the main building at the present Seattle Preparatory campus, had been built in 1906 by the Swedish Baptists to be used as a training center for missionaries going to the Orient.

In September, 1919, high school classes resumed in Adelphia Hall on the Interlaken campus. In December, Bishop O'Dea blessed the Adelphia Hall school building and the other building at the site.

In 1922, college classes resumed on the third floor of the present Seattle Preparatory School building.

In 1929, increased enrollment in both high school and college departments compelled the college to move to a large residential building at Tenth and Roanoke Streets, forcing a separation of Seattle College from Seattle College High School. On September 13, 1931, Seattle College formally returned to the Broadway and Madison campus, to the building which had been erected by Fathers Garrand and Sweere in 1893.

On December 8, 1933, Seattle College High School formally changed its name to Seattle Preparatory School.

In 1929, the present Seattle Preparatory School gymnasium was built and named in honor of Father Garrigan, S.J.

In 1937, Father Christopher McDonnell, S.J., became principal of Seattle Preparatory and remained in that position until 1956. The south wing around the gymnasium was built in 1952, and the halls and classrooms were renovated in 1958-1959. In the summer of 1966, the roof of Adelphia Hall was flattened and a facade added to tie the building into the proposed new campus. The Jesuits moved into the new faculty house in the summer of 1968, and the older residence was demolished in February, 1971.

In 1973, the Provincial of the Oregon Province announced that the Jesuits of the Oregon Province had thoroughly reviewed Seattle Preparatory School and decided to focus Province energies and resources on the school to make it a new model of the Jesuit apostolate in secondary education.

After a year of study, Seattle Preparatory School and Seattle University decided to announce the formation of a new six-year college, drawing from the resources of both institutions.

On January 20, 1975, at St. Anne's Grade School, recruitment of students for the new school began.

5. History of Seattle University

Seattle University's progress as one of the leading universities in the Pacific Northwest is closely interwoven with the history of Seattle. It is the story of a continuing effort on the part of the University to help meet the educational demands of a burgeoning area.

In 1890, concerned with the problem of providing adequate educational opportunity for the young men of the Northwest, the bishop of the then Nisqually diocese asked the Jesuit fathers to establish a school in Seattle. Two pioneer priests, the Reverend Victor Garrand, S.J., and the Reverend Adrian Sweere, S.J., were sent from the Rocky Mountain Province to answer the bishop's request. They established a school in 1891, having purchased several lots along the eastern edge of the young city, and in 1893 the cornerstone of the first building on the present campus at Broadway and Madison streets was laid. By the spring of 1909 the University granted its first bachelors' degree.

By 1933, Seattle University first admitted women students and two major academic units, the College of Arts and sciences and the School of Education, were functioning. In 1937 full accreditation was granted by the Northwest Association of Secondary and Higher Schools. The School of Nursing was begun in 1940, the School of Engineering was added in 1941. A fifth major academic unit, the School of Commerce and Finance was initiated in 1945. In May, 1948, a full university status was granted by the State of Washington and the college assumed its present title, Seattle University.

Seattle University today continues a private, coeducational university, independent of church and state, conducted by the Fathers of the Society of Jesus, with a faculty of both religious and lay persons numbering 185. Faculty, administration and staff function in six highly accredited undergraduate and graduate academic schools - the Graduate School, School of Nursing, School of Science and Engineering, School of Education, Business, and the College of Arts and Sciences. Presently, there are thirty-four full degree programs including Masters in Business Administration, curricula in Community Services, Police Administration, special degree certificates in Drug Abuse and Alcoholism Studies, Asian Studies, and Aesthetics among others. Seattle University's innovative degree program in Clinical Chemistry in the School of Science and Engineering has served since its inception as a model of its kind.

The 41-acre campus is located on Seattle's First Hill and provides access to the major downtown area, service and hospital areas, as well as commercial businesses and residential neighborhoods.

Matteo Ricci College

EVALUATION REPORT #7

Final Report for the MRC 1976-77 School Year

by

Oren Glick, Ph.D.

Carole Cathersal, M.Ed.

June, 1977

TABLE OF CONTENTS

I. INTRODUCTION

Purpose of the Report 1

Development of the Evaluation Effort 1

Review of the Evaluation Activities 2

Responses to Needs not Scheduled in the Evaluation Plan 3

II. SUMMARIES OF REPORT ISSUED

Report #1: Analyses of Fall, 1976 End-of-Program Outcome Data 7

Report #2: Report on the MRC Form I Teaching-Learning Processes 10

Report #3: Report on the Assessment of MRC Form I Curriculum Products. 17

Summary of Conclusions of Report #4 on Affective/Social Measures. 27

Cognitive/Academic Measures 32

Report #5: Participant Feedback on Cultural and Social Studies Workshop 36

Report #6: Report on the Assessment of the MRC Form II Curriculum Products 39

III. OVERALL PROGRAM ASSESSMENT

Strengths and Weaknesses 43

Recommendations 45

EVALUATION REPORT #7

FINAL REPORT FOR THE MRC 1976-77 SCHOOL YEAR

I. INTRODUCTION

A. Purpose of the Report

This report is intended to provide a comprehensive view for all readers of the scope and nature of the 1976-77 evaluation effort. Section I summarizes the evaluation activities for the year. Section II contains abstracts and summaries of the various reports issued. Section III provides an overall assessment of the program.

B. Development of the Evaluation Effort

In early July, 1976, the MRC Evaluation Committee, consisting of Fr. Tom Healy, S.J., Dr. Edwin Weihe, Dr. Bernard Steckler, Fr. John Foster, S.J., and Fr. Tom Bunnell, S.J. met with Dr. Oren Glick and Ms. Carole Cathersal to consider the possible role of evaluation in the MRC program. By July 27 a proposal for the development of an evaluation plan had been submitted to the committee identifying nine program components as potential foci for evaluation efforts.

Following a review by the Evaluation Committee of the proposal a more detailed proposal was drafted and submitted on September 27 incorporating eleven components considered by the Evaluation Committee to be of major importance in the realization of the MRC program goals. In the course of discussing this draft five additional components were identified by the committee. Of these sixteen critical program components, four were finally selected as the foci of the 1976-77 evaluation.

The MRC Evaluation Plan for 1976-77, which was accepted by the committee on October 11, focused on the following components: 1) Curriculum Development, 2) Teaching-Learning Processes, 3) Immediate Instructional Outcomes, and 4) End-of-Program Outcomes. Each component was introduced by a statement identifying the thrust the evaluation would take and the questions that were to be addressed for that component. Tasks to be performed by the evaluators and costs of these activities were also identified. The Plan called for reports in the following areas:

1. Summary of Fall, 1976 End-of-Program Testing
2. Curriculum Development and Immediate Instructional Outcomes
3. Instructor Activities and Learner Pursuits
4. Summary of Spring 1977, End-of-Program Testing
5. End-of-Year Report

In addition to these specific evaluation activities the evaluators were requested to develop a long-range plan for 1977-80 using the same basic format as the 1976-77 plan, but including all of the sixteen identified critical program components. (See Figure 1)

C. Review of the Evaluation Activities

1. Development of the 1977-80 Long-Range Evaluation Plan

In March 1977 the Evaluation Committee was provided with the comprehensive 1977-80 Long-Range Evaluation Plan. The plan provided a description of the evaluation thrust for each of sixteen program components as approved by the committee. Corresponding evaluation tasks were included in a matrix identifying the annual schedule of evaluation activities. An additional element in the plan was a statement on the use of comparison schools in the evaluation design.

Following a June meeting with Form I and II administrators a plan for the 1977-78 evaluation was drawn up which focused on the four components developed during 1976-77. (See Figure 2.)

2. Delivery on the Components Selected for Evaluation in 1976-77

a. Automated Data Processing Development

Gathered the data as scheduled and developed the necessary software for automated scoring of tests, for statistical analysis of data, and for storage in magnetic tape files.

b. End-of-Program Outcomes Data

Reported baseline data for progress reports on End-of-Program Outcomes (subject of Evaluation Report #1).

Reported data on progress toward End-of-Program Outcomes on students in years one, two and three (subject of Evaluation Report #4).

c. Immediate Instruction Outcomes

Reviewed instruments and procedures for assessing student achievement of learning objectives (Report #3). Prepared and distributed guidelines to assist instructors in evaluating their own tests and other procedures for assessing student learning. Provided guidelines for establishing the reliability and validity of department standards.

d. Curriculum Products Assessment

Reviewed Curriculum products of all seven MRC Form I departments and of Form II pilot courses. (Report #6)

e. Teaching-Learning Processes Assessment

Observed in fifty classrooms and interviewed approximately 60 students (Report #2).

3. Attendance at Workshops and Meetings

a. Battelle Workshop - 2 days

b. Providence Heights Workshop - 2 days

c. Numerous meetings including the following:

- Frs. Healy and/or Foster and/or Bunnell
- Form II Curriculum Committee
- Form I Department Heads
- Form I Faculty Meetings
- Form I Instructors Meetings
- Form I Counselors
- Academic Council
- MRC Council
- Interpretive Science Joint Committee
- Evaluation Committee
- Religious Orientation Committee
- JSEA Commission on Research and Development
- Form II Counseling Department

d. Organized and chaired a symposium on MRC at the Fifth Annual Northwest Conference on Educational Research and Evaluation

D. Responses to Needs not Scheduled in the Evaluation Plan

1. Under separate contract, processed and reported data to faculty and administration on student and faculty ratings on instructors, courses, and administration.

2. Participated in the design of an instrument for assessing student religious orientations. Administered the instrument, analyzed and reported results. (Evaluation Report #4)

3. Prepared and distributed materials summarizing the End-of-Program assessment instruments.

4. Designed and administered a post-workshop participant feedback form, analyzed and reported results.

5. Coordinated and participated in the Washington Educational Research Association (WERA) conference presentation on MRC.

FIGURE 1. SCHEMATIC OF CRITICAL PROGRAM COMPONENTS

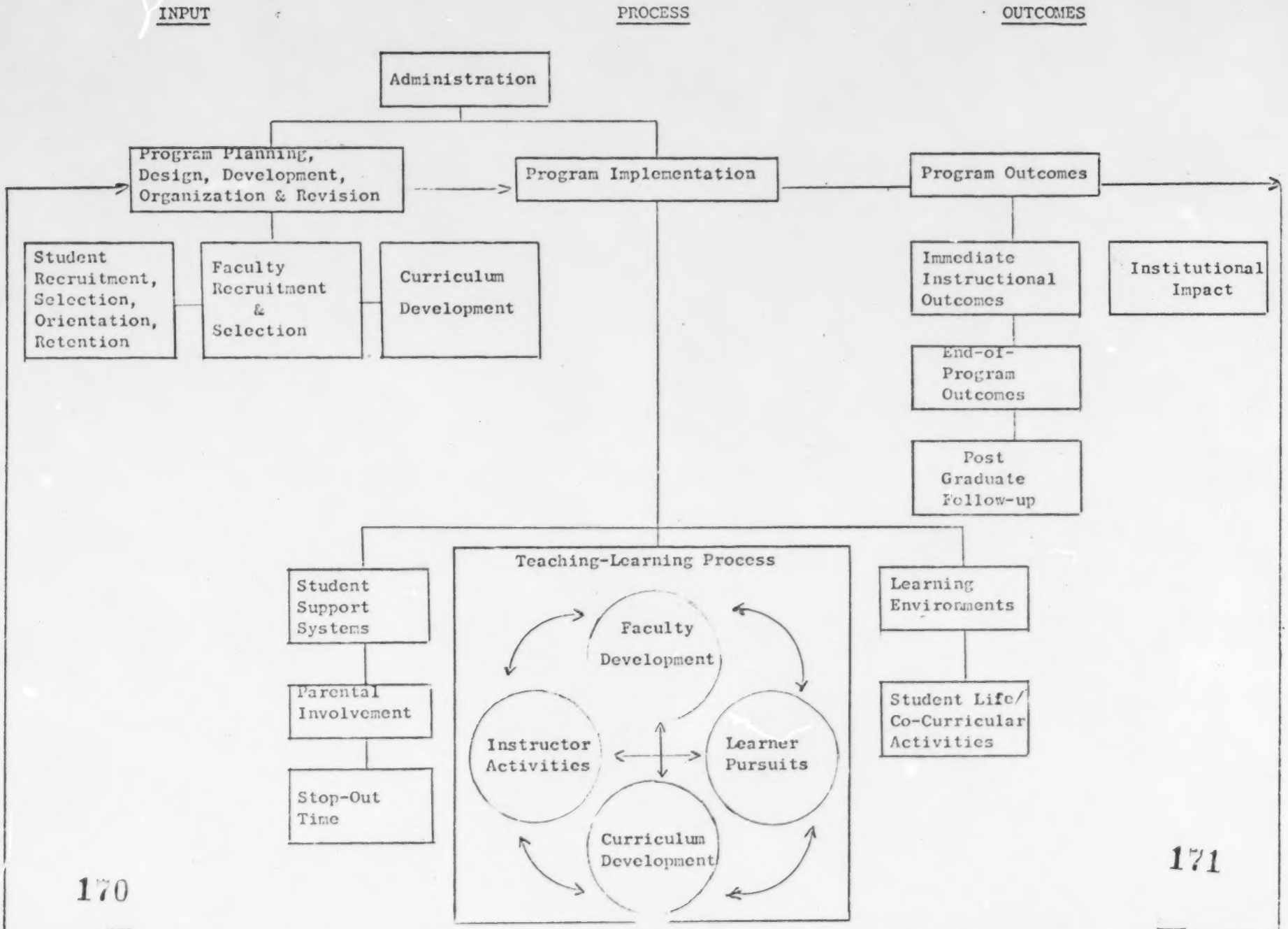
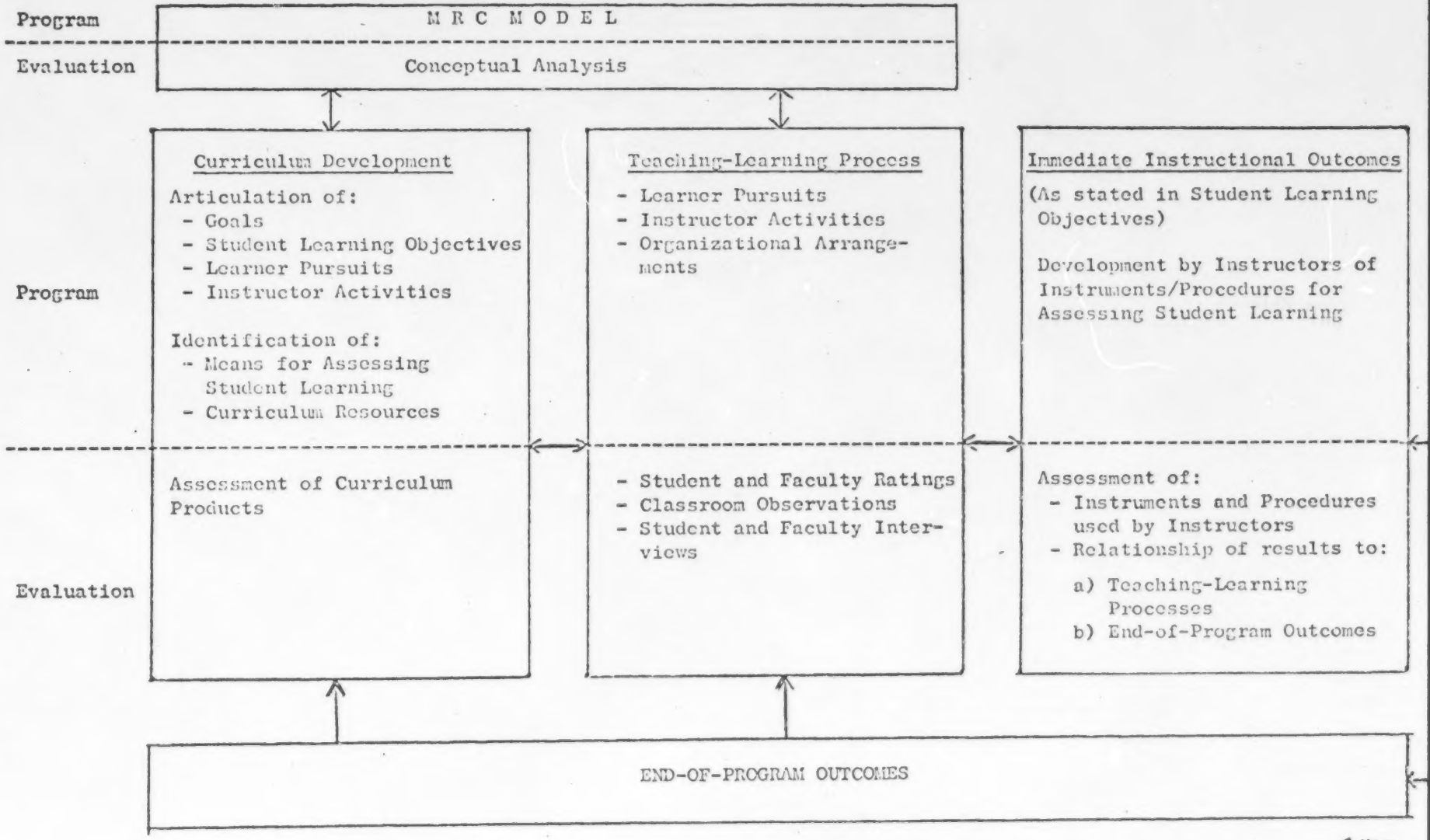


FIGURE 2

Schematic of the Role of Evaluation in Program Development



II

SUMMARIES OF REPORTS ISSUED

ABSTRACT

Matteo Ricci College

EVALUATION REPORT #1

Analyses of Fall, 1976 End-of-Program Outcome Data

by

Oren Glick, Ph.D.
Carole Cathersal, M.Ed.

This report summarizes the data gathered in the fall of 1976 on three of the "End-of-Program" assessment instruments: The Personal Orientation Inventory (POI), the Defining Issues Test (DIT) and the Rokeach Value Scales (RVS). The End-of-Program instruments were selected to assess student growth and development in certain qualities desired in the MRC graduate as expressed in the MRC goals.

The instruments were completed by a random sample of first year students and by members of the MRC (Form I) faculty and administration. The student data are significant in terms of providing a baseline for examining and interpreting subsequent growth data. The faculty data are significant in terms of faculty modeling and the influence such modeling may be expected to have on the growth of students.

The major findings and conclusions may be summarized as follows:

A. The Personal Orientation Inventory (POI)

1. The POI profiles for the incoming first-year students in the fall of 1976, on the average, fell slightly below the lower boundary of the self-actualizing range.

2. Female students, on the average, appeared slightly more advanced than the male students.

3. The Fugiscima Collegio appeared to be more advanced, on the average, than the other two Collegios.

4. The POI profiles for the current (1976-1977) year's male and female students appeared nearly identical to those of the previous year's incoming students.

5. The average faculty POI profiles fell close to those of the adult population on which the instrument was normed.

6. The student results clearly allow considerable room for growth in self-actualization. While the faculty profiles were, on the whole, definitely higher than the student profiles, they were not dramatically so. The faculty, too, show considerable room for growth. The faculty profiles do not suggest that outstanding self-actualization modeling on the part of the faculty will be the rule.

B. The Defining Issues Test (DIT)

1. The incoming first-year MRC students had slightly higher moral development scores, on the average, than have been found with other young people of similar age but of generally lower social class. Thus the MRC students are probably not more advanced in their moral development upon arriving at MRC than other ninth graders of comparable social levels. There is clearly considerable room for growth over the coming years as the students pursue their education at MRC.

2. The principled morality (PM) scores for faculty were, on the average, comparable to those obtained from other samples of college educated adults and much higher than the scores for students. The differences allow a considerable potential for an impact on student growth through faculty modeling.

C. The Rokeach Value Scales, Instrumental and Terminal (RVS-I, RVS-T)

1. The ordering of the Instrumental Values by the faculty in characterizing the Ideal MRC Graduate seemed generally consistent with the emphases reflected in the MRC goal statements. "Courageous," "Honest," and "Responsible" were assigned first place. A mixture of cognitive and social-emotional characteristics ("Loving," "Capable," "Logical," "Intellectual") came next. Values that may reflect somewhat superficial characteristics associated with social acceptability and conformity ("Clean," "Polite," "Obedient," "Ambitious," "Self-Controlled") fell at the bottom of the list.

2. The ordering of the Terminal Values by the faculty in characterizing the Ideal MRC Graduate was also consistent with the general impressions given by the MRC goal statements. "Wisdom" and "Inner Harmony" were in first and second place, respectively. "Freedom," "Happiness," "Self-Respect," and "True Friendship" tied for third place. "A Comfortable Life" ranked lowest, followed by "Pleasure" and "National Security."

3. There was variation among the values in the amount of agreement (consensus) within the faculty on how a given value should be ranked in characterizing the Ideal MRC Graduate. For the Instrumental Values there was high consensus on placing "Honest" high on the list and "Clean," "Polite," and "Obedient" low. There was also high consensus on placing "Helpful" near the middle. But there was relatively low consensus on the ranking of "Independent," "Capable," "Loving," and "Forgiving," which consequently ended up averaging in the mid-range of the rankings.

4. There were fewer instances of relatively high consensus in ascribing Terminal Values to the Ideal MRC Graduate than was the case with Instrumental Values. Relatively high consensus was found only for "Wisdom" and "A Comfortable Life" which fell, respectively, at the top and bottom of the list. But there were also fewer instances of very low consensus. Only "Salvation" was ranked with a great deal of diversity.

5. The rankings of the Instrumental Values by the faculty for themselves was highly congruent with the rankings ascribed to the Ideal MRC Graduate. There were a few discrepancies: "Loving," "Helpful," "Cheerful," and "Forgiving" were ranked higher for Self while "Broad-minded," "Intellectual," "Imaginative," "Capable," and "Logical" were ranked higher for the Ideal MRC Graduate.

6. The correspondence between faculty Self and Ideal MRC Graduate rankings was even higher for the Terminal Value set than for the Instrumental Value set. The only large discrepancy occurred for "Mature Love," being ranked much higher for Self.

7. The picture with regard to consensus on faculty Self rankings was very similar to that for the Ideal MRC Graduate for both Instrumental and Terminal Values. (See summary points 3 and 4 above.)

8. The rankings of both the Instrumental and Terminal Values by the students were quite similar to the faculty rankings. Generally, student Self rankings corresponded more to the faculty Self rankings than to the Ideal MRC Graduate rankings. Students ranked "Independent," "Forgiving," and "Ambitious" higher than did the faculty. But they ranked "Courageous," "Imaginative," "Intellectual," "Capable," and "Logical" lower.

9. There was considerably less consensus in the student Self rankings of both the Instrumental and Terminal Values than in either the faculty Self or Ideal MRC Graduate rankings. None of the values in either set was characterized by very high consensus. Relatively low consensus was most pronounced for "Imaginative," "Cheerful," "Self-Controlled," "Independent," "Intellectual," "Loving," "Capable," "Salvation," "Mature Love," and "Equality."

SUMMARY

Matteo Ricci College

EVALUATION REPORT #2

Report on the MRC Form I Teaching-Learning Processes

The teaching-learning process is the MRC program in action. It is the goals and objectives, the dream, the vision, the ideal at the operational level. And the operators, the implementors, are the MRC students and faculty. In order to assess the extent to which the teaching-learning process in 1976-77 reflected the MRC model it was necessary to "go where the action was" that is, to observe in the classrooms of the Form I campus. Over fifty classrooms were observed for an average of thirty minutes each over a two month period. An observation instrument was designed to ensure consistency in the observations across classrooms and to maintain a focus on the relation of the observed events to the MRC program goals. Because students are participants in the teaching-learning process an estimated 50-60 students were interviewed and invited to share their special "comsumer" view of the MRC educational process. Student comments focused on course content and instructional styles of teachers. Students also commented on the MRC family atmosphere, the emphasis on students' learning how to learn, the need for consolidating the organizational effort, and the need for improvement in some areas. Profiles of the average ratings of the classes within each department are reported by department.

Department summaries that follow are taken from the Assessment section of the reports to each department.

Aesthetic-Artistic Development

Strengths

Most, but not all, classes seem well organized and represent movement toward a goal. Basic AAD skills are used frequently. Notebooks are a focus for recording experiences and impressions as well as being a catalogue of learning from which students can draw. Pre- and post-activity discussions about purposes and understanding of the experiences are used quite consistently. Integration within the department appears to be very strong and well organized. Motifs carry across drama/dance to music and art.

Instructors seem attentive to students' awareness of learning. Activities allow for individual student expression; no two experiences or expressions are expected to be alike. Student self-evaluation is as important as teacher evaluation. The expansion of the students' "comfort zone" is being attempted through a variety of sometimes "uncomfortable" experiences. On the whole, when engaged in responsible activities such as planning, rehearsing, performing, constructing, composing, conducting, etc. students seem interested and involved in the process of expanding their comfort zones.

Weaknesses

It is difficult to communicate adequately, particularly to first year students, the goals of the program, the reasons for engaging in the prescribed activities. In cases where first year Sensory Development students do seem to understand the goal of a particular activity they are unsure of its relevance for their lives. Integration into their lives seems to come in the second year. Because some students feel they had no option about first year AAD courses they have resisted the experiences. Teachers sometimes react to the resistance by "trying too hard," lecturing too long, trying to persuade students of the value of the experiences, using language that doesn't hold sufficient meaning for the students.

Some students do not seem sufficiently aware of the progress they are making during their first year, or if they are aware, their new knowledge and skills do not seem relevant to their lives.

While students' self images do not seem diminished during year one, they do not feel that all their instructors have high regard for them.

Suggestions for Strengthening the Teaching-Learning Process

The more uncomfortable activities related to body movement, introspection, etc. might be delayed until second trimester when students feel more comfortable with each other in their new surroundings.

Interested first, second, third year students might cooperate in an activity that integrates and extends the goals, strategies, skills, and competencies of their AAD experiences.

Periodic productions on a large or small scale that are extended to an interested student body, or to parents and the general community, could be enriching aesthetic experiences for both producers and viewers. Increased understanding through culminating activities of the purpose and value of AAD experiences could have a positive impact on students involved in the program, and give them some perspective on the progress (personal growth) they have already made and a vision of the potential for further growth.

Foreign Language

Strengths

Students seem to have an adequate understanding of the goals, strategies, skills and expected competencies of the Foreign Language program. Because instructors are organized and competent, students have a sense of moving toward the achievement of language goals. Basic skills are taught on a recurring basis and instructors are attentive to the level of student learning.

Weaknesses

There does not appear to be provision for individual difference in rate of learning and/or self-study activities. Noticeable effort on the part of the instructor to promote in students a healthy self-image was evident in only one class. Intra- and interdepartmental integration appears to be lacking. Opportunities for students to interact with other cultural aspects of the target language were not evident.

Suggestions for Strengthening the Teaching-Learning Process

More attention could be given to interdepartmental integration.

Interpretive Science

Strengths

Instructors appear competent and interested in their disciplines and in their students. There is a commitment among the Interpretive Science faculty to continued development and improvement of the program.

One of the stronger features of the teaching-learning process may be the RAPacket with the development of student motivation and sense of purpose. It stimulates student interest, develops and refines research skills, promotes student self-learning and a healthy self-image, requires recurring use of basic skills, expands vocabulary, and becomes one strategy and framework for exploring and understanding various cultures. The RAPacket also clearly delineates student learning objectives. Discussions on program goals and values clarification can arise naturally from the use of the RAPacket. Interpretive Science shows evidence of integration with other programs, such as the media program, science, and religion.

Weaknesses

In the teaching of basic expository skills individualized attention should be given student compositions. Entries in notebooks, students feel, are busywork when the instructor does not have time to review them carefully and make suggestions for improvement.

Some instructors were considered unorganized: objectives, schedules, assignments changed too often. Students then became unclear about the program goals.

Classes are held in less than ideal circumstances, high noise level, poor ventilation, and small group discussions with too large a number of students tend to deflect interest from presentations and discussions.

The Interpretive Science program seems to lack an identifiable continuity across the three years. First year Expository Skills do provide some preparation for second year research, but do not provide a smooth transition for students. Third year IS lacks the integrative nature of second year cross-cultural studies and seems to be less stimulating to students.

Suggestions for Strengthening the Teaching-Learning Process

Because Interpretive Science draws from a wide variety of disciplines the program has the potential for increased integration with a number of other departments.

Math

Strengths

The goals, strategies, skills and competencies of the program appear to be understood by most math students. Basic learning skills are used on a recurring basis, and with the exception of one class, explanations of new concepts and skills are adequate. Integration of algebra and geometry seems to be having the intended effects of 1) providing for differences in student abilities vis-a-vis the two subjects, and 2) enhancing student awareness of some of the similarities in concepts and skills.

There is provision for individualized study through the use of IPU (Individual Progress Units), though most students seem to prefer working through their texts. An alternate opportunity for individualized study is provided by at least one instructor through small group study, the instructor becoming the resource person.

Provision for individualized study and thorough explanations of concepts and problem-solving strategies seem to indicate a department emphasis on the student as a learner.

Instructors are generally competent, responsive to student questions, and considered consistent and "fair."

Weaknesses

Some students are not clear about their individual progress toward math goals and objectives. Because individual instructors move through the texts at different rates, students sometimes have the impression they are behind schedule. Characteristics of some instructors which tend to offset the generally positive impact of the Math program are: 1) some lack of competence with math concepts as evidenced by slowness and inaccuracy in dealing with student questions; 2) preference for more able students as evidenced by responding to them more positively, having "favorites"; and 3) inattention to individual differences as evidenced by inadequate explanations of new concepts.

Suggestions for Strengthening the Teaching-Learning Process

More attention could be given to interdepartmental integration.

Psycho-Physical Development

Strengths

The PPD faculty seems well organized and has communicated program goals, strategies, skills and competencies to students. Though the program is not a traditional P.E. program students seem comfortable with it and recognize the value for themselves of the various units (nutrition, physical fitness, etc.). The program provides for some specialization in sports of particular interest to students.

Though PPD seems to be highly structured, with emphasis on instructor control, the program generally promotes student learning, a healthy self-concept and allows for some individual differences. Instructors appear to be very competent.

The program incorporates knowledge from a variety of disciplines and thus has potential for operating in collaboration with other MRC departments.

Weakness

One weakness that might be ascribed to the PPD teaching-learning process is the occasional tendency of some instructors to "take over" the learning sessions. Instructors were observed to interrupt students, to impose silence arbitrarily, to provide information rather than promote self-learning, and to elicit cooperation through "fiat" rather than through appealing to reasonable or responsible behavior.

Suggestions for Strengthening the Teaching-Learning Process

More attention could be given to interdepartmental integration.

Religion

Strengths

A major goal of the Religion program is community building and responses from students indicate considerable success in achieving this goal.

First and third year instructors appear attentive to student learning and provide students opportunities for feedback on their perceptions and preferences while second year discussions provide opportunities for values clarification. In one second year Collegio, students' personal values are included in the discussion of the values of the cultures being studied.

Instructors are considered responsive to students, generally promoting healthy self-images in students and acceptance of others. Instructors are also considered good listeners and encourage listening and reflection on the part of students.

Weaknesses

The goals, strategies, skills and competencies of the Religion Department are not clear to students, nor do they seem to be consistent across the three year program. While values clarification may be discussed in second year Collegio some students indicate the clarification does not focus on their personal values. While individual components of the Religion program may have considerable merit, there seems to be little overall coherent integration of the program across the three years. One year does not appear to build on the previous year in any systematic way.

Suggestions for Strengthening the Teaching-Learning Process

In year one more structure in the first trimester might be helpful to students coming into the new environment. Introduction of some task-oriented activities, while allowing considerable time for positive student interaction (community building), might provide that structure. In third trimester; the development of some strategies and skills which will be used in year two could be initiated. Student attentiveness might be enhanced if the Collegio period were shortened to $1\frac{1}{2}$ - 2 hours.

Continuity with the first year experience of community building might be provided in the second year by allowing more time for study discussions and interaction on personal values clarification in conjunction with cultural studies.

Clarification of goals for the third year, and the development of a program that is consistent with years one and two appear to be needed.

Unified Science

Strengths

There is evidence of integration with other departments, such as Religion and Interpretive Science. Instructors are generally considered competent and responsive to student questions. Opportunity is provided students for individualized study and science research. Students are learning the strategies, skills and competencies of science. Effort is made to help students generalize their knowledge of science to their total life environment, and to use their out-of-school environment as a "laboratory."

Weaknesses

The goals of the program are not clear to many students. To some students concepts, processes, and knowledge do not transfer from one laboratory experiment to the next.

One instructor was perceived by some students as not attentive to their learning needs: student questions were not addressed with respect, unnecessary (unproductive) noise was allowed to prevail. Student's healthy self-image was not promoted.

Suggestions for Strengthening the Teaching-Learning Process

Students appear to have a difficult time with the Unified Science program. This may reflect their unfamiliarity and lack of previous educational experience with the particular approach.

Some actions the Unified Science Department might consider taking in order to meet more adequately some of the needs expressed by students are the following: 1) clearly articulate the overall department goal and student learning objectives and communicate this in writing to the students; 2) provide students with a schematic of the entire three year program with concepts, processes and skills clearly identified; 3) provide students of each year with an outline of their course of studies, trimester by trimester; 4) provide milestones against which students may measure their individual and/or group progress; and 5) schedule regular summary activities (labs) which integrate and use the concepts, processes and skills of the various modules.

SUMMARY

Matteo Ricci College

EVALUATION REPORT #3

Report on the Assessment of MRC Form I Curriculum Products

The MRC curriculum products are the translation of the MRC "vision" into statements of operational intent. As such, they are the primary vehicles for communicating the current programmatic state of affairs to a wide variety of audiences. Their ability to reflect the MRC model and to communicate the intent and content of departmental programs was assessed on four fronts:

1. Organization. Curriculum products were reviewed to determine the extent to which any reader could easily locate statements of goals, student learning objectives, learner pursuits, teacher activities, and means for assessing student learning. Other documents included in the product were also noted, such as course syllabi, texts, materials copied for student use, assessment instruments, and references to other resources.

2. Articulation. Once located, the goal statement, student learning objectives, learner pursuits, instructor activities and assessment procedures were reviewed for their adequacy and clarity by the following criteria:

   a) Did the goal statement provide a general orientation for the educational component being described? Did it identify the overall intent of the program, and get the reader in the right "ballpark?"

   b) Were more specific, (and, theoretically, measurable) student learning objectives spelled out within the context provided by the goal statement? Did they specify what students who complete this educational component might be expected to have learned? How students might be expected to be different than they were before they completed the component?

   c) Did statements of learner pursuits prescribe the intended student role? Did they describe the kinds of experiences and activities that were expected to move the student toward realization of the student learning objectives?

   d) Did the instructor activities describe what the instructor will do to ensure, as much as possible, that students will engage in the intended pursuits? Was the instructor described in terms that characterized her/him as a manager, a facilitator, a model, an information provider, a stimulator, etc.?

   e) Did the means for assessing student learning indicate how students and instructors would know the extent to which the learning objectives had been achieved? Were sample instruments/procedures included, e.g. teacher-made tests, student products, teacher observations, assessments of student performance?

3. Internal Consistency. Curriculum products that are internally consistent reveal a logical and structural pattern across the three years of the program. Internal consistency also points to the interrelation of the parts to the whole, that is, of the various courses within the program to each other and to the overall program goal. Student learning objectives should show a logical relationship with the department goal and learner pursuits and should logically be expected to lead to the achievement of those goals and objectives over time. Likewise, means for assessing student achievement of the learning objectives should be appropriate to those objectives.

4. Congruence. One of the goals of the 1976-77 evaluation effort was to assess the extent to which the courses offered at Matteo Ricci College-Form I were congruent with the goals of the MRC program as stated in the Carnegie proposal, the MRC statement of basic values and philosophy, and other major planning documents.

The assessments of departmental curriculum products which follow include statements of strengths and weaknesses with recommendations for program improvement.

Aesthetic-Artistic Development

Strengths

The curriculum product is written in a succinct and uniform style for each course. It seems to communicate well the general scope and focus of the program.

Weaknesses

Each course is described as a unit that basically stands independently of the rest of the curriculum, both within the AAD program and within the rest of the MRC program. The sequence of courses is not indicated. Continuity from course to course or from one year to the next is not reflected in the product. Student learning objectives and learner pursuits are not clearly differentiated. Instructor activities are not easily identifiable.

No provisions are reported in the curriculum product for the assessment of relevant student growth. It is known, however, that a number of assessment procedures have been used. The department invited the evaluators to a faculty meeting to discuss their interest in student assessment procedures. They are also seeking to include the evaluators in their curriculum development activities during the summer to assist them in this area.

Recommendations

Statements could be made that more clearly describe the nature of the internal interrelationships of the program across the three years. Statements of how the developmental and cohesive nature of the program is designed to support and move with the cognitive, affective, and physical maturation of the student would strengthen the curriculum product.

Areas of integration with other department programs could also be explicitly identified.

Foreign Language

Strengths

1. The curriculum product provided a clear and succinct summary of the Foreign Language component of the Interpretive Sciences Department. The clarity with which the document communicated seemed to be enhanced by using the four-part model that has evolved in our interactions with faculty, viz. 1) goal statement, 2) student learning objectives, 3) teaching-learning processes, subdivided into a) learner pursuits and b) instructor activities, and 4) student learning assessment.

2. The student learning objectives are congruent with the main departmental goal, viz., "to develop a basic foundation of language skills."

3. The learner pursuits and instructor activities are descriptive of the roles of learner and instructor as they relate to the achievement of "language skills" goals and objectives.

4. The multiple procedures specified for the assessment of student learning provide a variety of information sources for both the student and instructor to evaluate student learning. Such multiple procedures provide for a larger scope of learning to be assessed and reduces the risk of error and misjudgment that can otherwise exist.

Weaknesses

1. In general, it appears that the secondary goal of foreign language is most congruent with what the MRC model projects for foreign language. But the main goal, not strongly reflected in the model, is what the curriculum product indicates is the primary, and only explicit emphasis of the department.

2. The student learning objectives and the teaching-learning processes as described in the curriculum product do not address the secondary goals of gaining an understanding and respect for other cultures and a "deeper...awareness of U.S. cultural and societal attitudes." Nor do the specified procedures for assessing student learning appear to cover these goals. Are the outcomes suggested by these goals expected to follow incidentally (naturally? necessarily?) from the pursuit and achievement of the primary goal? What specifically is desired in terms of student outcomes? Are there not some particular learner pursuits that might be identified that will facilitate student growth toward those outcomes? And what instructor activities are expected to facilitate and support those student pursuits? Finally, how will it be known whether or not students are growing toward the intended outcomes?

3. More information is needed in order to assess the adequacy of the procedures for assessing student learning. Representative samples of the seven categories identified in the curriculum product, or in some cases, descriptions of the procedures involved, would provide the necessary information.

4. Most of the value and competency goals of the present MRC model for Foreign Language are not clearly reflected in the curriculum product. This should probably be viewed as a problem more of the present stage of the model than of the curriculum product, however. Which statements of the model does the Foreign Language Department clearly want to espouse and to accept as guiding principles for the department? What statement should the MRC model contain in order to accommodate the main departmental goal of Foreign Language skill? The MRC model as presently formulated does not provide a clear conceptualization of the role of foreign language within the Interpretive Sciences Department. Nor does the model identify any intentions for instructor activities.

Recommendations

A statement could be made that clarifies the relationship of the Foreign Language program with the Interpretive Science Department. The methodology used by Foreign Language instructors for achieving the secondary goal of the program also needs to be made clear.

Interpretive Science

Strengths

The curriculum product is extensive in its description of the goals and activities of the department. Much of it communicates well and in detail the intent and activities of the Interpretive Science program.

The department is involved in an ambitious, if not daring, effort in the breadth and depth of its undertaking. The product reflects some good conceptualizing (e.g., the Sophomore Collegio Cross Cultural Studies paper) and detailed curriculum planning (e.g., the RAPacket on India and the American Studies syllabus).

Weaknesses

The curriculum product consists of a set of "working papers" written for various occasions and purposes. As such it does not communicate a very coherent total picture of the curriculum, although as such it may well reflect accurately the present stage of program development.

While the Interpretive Science Department involves faculty of varying disciplines working together, some of the curriculum descriptions (e.g., year one Expository Skills) do not appear to reflect such integration.

The Expository Skills sections emphasize a strictly objective and cognitive focus, i.e., logical consistency and clarity and correct grammatical structure. No emphasis appears on developing basic skills in the aesthetic or poetic uses of language, in the use of language for expressing emotions and the inner world of subjective experiences. (These aspects of language are emphasized, however, in the literary genre sections.)

Recommendations

The present curriculum product is a collection of papers written for different purposes on a variety of occasions. It does not provide an overall and coherent picture of the current IS program. At some point in time a single product should be developed that does present a cohesive description of the program. Portraying relationships or developmental focus across the three years and reflecting any integration with other departments would also strengthen the curriculum product.

Math

Strengths

Features of the Math program that distinguish it from traditional math programs are integrated Algebra and Geometry and the use of Independent Progress units.

There is also a fairly systematic approach to assessment of student learning.

Weaknesses

There are no plans developed for use of the anticipated computer within the Math program. The intent to involve Unified Science and Interpretive Science with computer education is expressed in the curriculum product, but there is no plan stated for so doing. Learner pursuits and instructor activities are not indicated.

There is no detailed description of how the Math program in years 2 and 3 contributes to the overall goals of the MRC program.

Recommendations

Goals and students learning objectives for each of the three years should be identified and should show how each year builds successively on the preceding. Learner pursuits and instructor activities should also be described.

Psycho-Physical Development

Strengths

The organization of the curriculum product in terms of units, each with a major goal statement, followed by a series of more specific student learning objectives, communicates succinctly and clearly the thrust of the PPD.

Weaknesses

1. The curriculum product does not communicate how the program will be implemented, i.e., there is no operational plan. The teaching-learning processes are described only very generally. This is particularly true for the second and third years in which the stated goal is merely to build on the development of the first year.

2. More information, along with representative instruments and procedures would be necessary in order to comment on the adequacy of the procedures for assessing student learning.

3. While the program is highly interdisciplinary internally, there is no evidence in the curriculum product of an intent to collaboration with other departments in achieving the multi-disciplinary objectives.

Recommendations

That the PPD department consider ways in which to collaborate with other departments in the pursuit of their interdisciplinary goals.

Religion

Strengths

The Religion Department used to good advantage the outline that evolved during the year for describing their curriculum (i.e., goal statement, student learning-objectives, learner pursuits, instructor activities and assessment tools procedures. In year one and in the third trimester of year three the nature of the program was well conceptualized and communicated.

The primary goal for years one and three is well stated. The emphasis on "building community" initiated in year one is picked up in year three/trimester three with activities developing self-knowledge, self-acceptance, acceptance of others, and moral development.

Student learning objectives in years one and three/trimester three flow from the goal and because they are well articulated hold promise for studying their effectiveness for moving students toward the goal.

Weaknesses

The goal statement of second year Religion, partly because it is so brief, is not a strong orienting statement about values clarification. Nor is its relation to the goal of years one and three/trimester three obvious.

The first two trimesters of year three were not included in the curriculum product. With the exception of "Human Relations," "Morality," and "Psychology," course descriptions were quite general and brief and appeared to be first attempts in describing the courses.

Thus, partly because of incomplete information the reader is left groping for a unifying theme, a sense of coherence in the Religion program as a whole. This impression is reinforced further by the variety of loosely related themes that constitute the program. Why, e.g., are courses on marriage and general psychology included in the Religion program?

Finally, while the Religion program incorporates a variety of themes of a multidisciplinary nature, there is little indication in the curriculum product of collaboration with the resources of other departments in pursuing those themes.

Recommendations

A present strength in the Religion program is the emphasis on "community building" and, judging from sources other than the curriculum product, "values clarification." These themes hold potential for developing both a more internally unified and coherent program and a program more integrated with at least the Interpretive Sciences who are involved in related efforts.

Unified Science

Strengths

1. The Unified Science goal statements reflect a conscious effort to develop and implement the Unified Science program within the framework of MRC goals and purposes. The program of Unified Science, as developed by the Center for Unified Science Education, is well suited for that purpose. The program seeks to break away from the traditional isolation of the various disciplines. It emphasizes the commonalities in the structure of knowledge and methodologies across all science disciplines.

2. The classification of student learning objectives in terms of "Skills," "Processes," and "Information" is consistent with the conceptualization of the content of Unified Science as "Skills," "Processes" and "Concepts." This conceptual framework seems to hold promise in bringing some order and coherence to the diverse disciplines of science. More importantly, it is a conceptualization that hold promise as a vehicle for realizing the rather ambitious goals noted above. The fairly extensive enumeration of descriptions within these categories communicates the kinds of expectations that are held for student learning.

3. The extensive enumeration of instructor activities within the categories noted under section I-E above communicates well the general role expectations for an instructor in the Unified Science program. They include the specification of particular activities that are needed if the overall goals of the program are to be realized.

4. An ambitious and well conceived notion of evaluation is reflected in the curriculum product. An external reference point for assessing student learning with regard to traditional science knowledge is provided by the proposed (unnamed) nationally normed tests. Assessment of the local goals of the Unified Science program is provided for in a variety of locally constructed methods and procedures. The use of the Critical Thinking Test reflects concern with the role of Unified Science in contributing to the overall MRC goals. The intent of gathering the data in each of these areas is to identify needs and guide further curriculum development for the improvement of the overall program. A commitment is made further to the dissemination of the evaluation results in the form of scholarly publications and presentations at professional meetings.

Weaknesses

1. Apart from the curriculum materials themselves, the curriculum product consists of an assortment of "working papers" in draft form reflecting the stage of development of various aspects of the program at different points in time. (Only one of the documents carries a date, incidentally.) The papers in their present form lack structure and cohesiveness. There is redundancy across several of the documents.

2. The formulation of the major and disciplinary concepts is extensive (though we make no effort to judge their adequacy from a science content perspective) but the enumeration of related processes and skills appears incomplete. And the relationship of the latter to the concepts as portrayed in the schematic are unclear.

3. As indicated previously, the Portland Project documents do not specify student learning objectives, though the student activities appear quite well delineated. The student learning objectives enumerated in the curriculum product are either quite general or, when specific, would appear to be samples from a larger but undefined domain, not an exhaustive enumeration of the total intended content of the Unified Science program. Indeed, it would appear contradictory for the Unified Science program to attempt such an enumeration. Yet the objectives are presented as "minimum standards," the achievement of which will control the students' continuance through the sequence. Perhaps the nature of the student learning objectives reflects a compromise between the proliferation of highly specific objectives that will result in science if a "behavioral objectives" approach is pursued to its logical conclusion and the recognized unacceptability of not saying anything about student learning objectives.

   The student learning objectives in the enrichment modules are typically very general and might more properly be designated "goals." Are they sufficiently specific to enable students to proceed independently in achieving them?

4. The conceptualization of the process objectives is not clear. Are they intended to represent activities the student will engage in in order to achieve the skill and information objectives? Or are they intended to represent the processes involved in scientific inquiry which the student is expected to learn? This is a somewhat subtle distinction. But it is important to maintain the distinction between the skill, process, and information objectives as objectives, (i.e., as describing the abilities the student is to end up with after experiencing the educational process) and the teaching-learning processes that are intended to get the student to the objectives.

5. The conception of the evaluation plan was previously commended. We will note here some potential problems. A great deal of relevant student data is being generated by the Unified Science Department. We have had several discussions with the department chairman about various aspects of the activity and have coordinated with the science department in certain data gathering decisions for the overall evaluation effort.

Are adequate resources (staff time and expertise in evaluation design, data analysis techniques and capabilities) available for the appropriate processing, analyzing, interpreting, and reporting of the large amounts of data being generated? A great deal of data gathering can lead to little in the way of defensible conclusions if the resources noted above are short.

Recommendations

Sufficient development has occurred, it would seem, for formulating a single, fairly comprehensive and well organized document that would communicate well the nature of the Unified Science program.

SUMMARIES

REPORT #4

Affective/Social Measures

Cognitive/Academic Measures

REPORT #5

REPORT #6

The "summaries" reported here have been lifted directly from the full reports. Where references are made to figures, tables, and Appendices not included in these summaries, they may be found in the full reports.

The Rokeach Value Scales (RVS-I, RVS-T)

The RVS consists of a set of 18 Instrumental value statements (RVS-I) and a set of 18 Terminal value statements (RVS-T). The student ranks each set of statements according to his/her own value preferences.

I. Results

Four sets of student data on the RVS are now available. They are provided by random samples of:

a. First year students in the fall of 1976
b. First year students in the spring of 1977
c. Second year students in the spring of 1977
d. Third year students in the spring of 1977

These data, along with those of the "Ideal MRC Graduate" and of the Form I faculty are presented in Tables 1 and 2 for Instrumental and Terminal values respectively. The general impressions gained from examining these tables may be summarized as follows:

a. There appears to be no general or consistent pattern of change in student values from arriving first year student to the end-of-year third year student. For the most part each value remains fairly constant across the four student data sets. Where occasional marked fluctuations do occur no consistent pattern of change or growth is discernible.

b. Many of the student values are quite similar to the values proposed for the "Ideal MRC Graduate" and to the Form I faculty values. (See Report #1) Where there are differences it is not apparent from the present data that these differences are being reduced.

The Defining Issues Test (DIT)

The DIT is a measure of moral development. It generates a "principled morality" (PM) score ranging from 0 to 90. The score reflects the extent to which students' choices to the ethical dilemmas presented in the test were consistent with the "principled stage" of moral development as defined in Kohlberg's theory. Data are now available on samples of first year students in the Fall of 1976 and Spring of 1977 and on second and third year students in the Spring of 1977. Form I faculty also responded to the DIT in the Fall of 1976.

The results of the data available to date are presented in Figure 1 and Table 1. The data support the following conclusions:

1. With the exception of the second year female sample, the average PM scores for the four data points are very similar. No significant developmental change across the three year time span is apparent. The

second year female sample is significantly higher than, e.g., the first year, spring administration, female sample. Whether this is a peculiarity of the particular sample, or reflects a more advanced level of moral development for the group as a whole will become apparent in subsequent testings.

2. Average PM scores for females were negligibly (with the exception of the second year females) but consistently above the male average. All sample means were at least slightly higher than the mean reported by Rest for a junior high sample in the midwest.

3. Average scores for each of the three faculty subgroups were considerably higher than the student average scores. While at this time no apparent faculty modeling effect is observable in the data, the potential is there, according to these data.

The Personal Orientation Inventory (POI)

The POI is a measure of "self-actualization" as conceived in the humanistic psychologies of Maslow, Rogers, and others. The instrument generates scores on two primary scales and ten subsidiary scales. The primary scales are Time Competent and Inner-Directed. Subscales are Self-Actualizing Value, Existentiality, Feeling Reactivity, Spontaneity, Self-Regard, Self-Acceptance, Nature of Man/Constructive, Synergy, Acceptance of Aggression, and Capacity for Intimate Contact. Descriptive statements for these scales appear at the top of each profile, and a short commentary on the POI appears in Appendix A of Evaluation Report #1. The norm for determining a "self-actualizing" profile is indicated by a dark line at score "50." Scores falling between 50 and 60 are considered to be in the self-actualizing range.

This report shows results of the Fall, 1976 testing of randomly selected* first-year students and results of the Spring 1977 testing of randomly selected first, second and third year students. Three sets of POI profiles are presented.

Set 1: Figures 1 and 2

These figures show whether or not there are any changes in student self-actualization from Fall, 1976 to Spring, 1977, and the modeling potential of faculty.

---

* It should be understood that random selection (sampling) produces results that represent the total population. Therefore, first year students tested in Spring may be considered equivalent to the first year students tested in Fall, 1976 had they been retested in Spring 1977. The randomly selected second and third year students provide a sampling of students that represents the entire second and third year groups respectively. Results from testing the random sample may be considered equivalent to the results that would have been generated had the entire second and third year students been tested.

Figure 1. The results show very similar profiles for first year male students tested in Fall, 1976 and Spring, 1977. Slight differences which do appear on a few of the subscales can be attributed to chance at this point rather than to reflecting systematic change.

The male faculty profile is noticeably higher than the male student profile. Although the faculty profile is not a strongly self-actualizing one (as compared to the norm) nevertheless there is potential for considerable student growth to occur as the result of faculty modeling.

Figure 2. The Fall and Spring profiles are similar for both groups of female students. Differences on individual subscales should be attributed to chance rather than to reflecting systematic change. First year female profiles are slightly higher than first year male profiles.

The results show very little difference between the female faculty profile and the first year female student profile. The female faculty profile is lower than the male faculty profile and is generally not within the self-actualizing range. Consequently, there seems to be little potential for student growth due to a modeling influence in terms of the POI measures.

Set 2: Figures 3 and 4

These figures show self-actualizing profiles for first, second, and third year students.

Figure 3. Second and third year male students profiles are only slightly above first year students. No consistent pattern of differences appears between second and third year students.

Figure 4. Second and third year profiles of female students are consistently and considerably above first year profiles. Differences between second and third year female profiles are not sufficiently consistent to indicate systematic change.

Set 3: Figures 5, 6 and 7

These figures show differences in levels of self-actualization between female and male students.

Figure 5. First year female students show higher scores on the two primary scales and a slightly higher profile on the subscales than do first year males.

Figure 6. Second year female student profile is noticeably higher than second year male profile on both primary scales and on several of the subscales.

Figure 7. The third year female student profile is consistently above the male student profile.

I. Introduction

The affective/social instruments selected for assessing end-of-program outcomes did not satisfy the interest in assessing specifically religious development as expressed by a number of the MRC faculty and administrators. Consequently a task force of Form I and Form II personnel, and the two evaluators, was formed to pursue the development of an instrument for assessing religious dispositions. The task force met seven or eight times over a several month period and produced a questionnaire (see Appendix A) that provided data on the following:

A. The degree of acceptance or rejection of 28 religious belief statements, some of which were Catholic and others which were not specifically Catholic in nature.

B. A specification of the primary reason for holding each belief position.

C. The frequency of engaging in each of 12 stated religious practices.

D. A specification of the reasons for engaging in each of the religious practices.

E. Religious self-identification.

The questionnaire was included in the set of affective/social instruments administered to samples of first, second, and third year students in the Spring of 1977. We are presenting here rather substantial portions of the data analysis on which the task force will base its decisions for future assessments. We believe these data may be of some general interest. The tables will not be discussed in detail here but some orienting statements are provided to assist the reader in examining the tables on her/his own.

Based upon our experience in administering the questionnaire, and on examination of the results, we are recommending to the task force that certain revisions be made in the instrument. Areas of needed change are indicated in the brief discussion of the results that follows.

II. Results

The results are presented in a series of six sets of tables.

The tables have been reduced and simplified for ease of interpretation. Thus the five point scale of acceptance-rejection of beliefs has been reduced to three categories (accept, no position, and reject). Due to the small numbers of cases of "agnostics," "atheists," and "Non-Christian believer" in the religious self-identity item these categories have been pooled into one. Full tables, including frequencies and chi square statistical tests of the significance of differences, are available upon request. The sets of tables are as follows:

1. Table 1: Percentage cross-tabulations of Religious Self-Identity with Acceptance-Rejection of each of the 28 Religious Belief Statements.

   These tables show the relationship between religious self-identity and acceptance of religious beliefs. Inspection of the tables shows the instrument is "working" in that the observed percentage distributions generally fit common sense expectations.

2. Table 2: This set of tables is identical to Set 1 except that they are broken out separately by first, second, and third year students. This enables the reader to observe differences among the three student groups.

   Any observed differences are subject to at least three different interpretations, taken singly or in combination:

   a. The differences reflect those differences among the three groups that were already present prior to the arrival of the students at MRC.

   b. The differences reflect general developmental changes that typically occur in students across this three year age span.

   c. The differences reflect the impact of the MRC program.

The reader should keep these three possible interpretations in mind in examining the tables.

3. Table 3: Percentage cross-tabulations of Religious Self-Identity with Religious Practices.

   Inspection of these tables shows strong and consistent patterns of differences among the student groupings in their reported religious practices. The patterns fit common sense expectations, again supporting the conclusion that the instrument is "working."

4. Table 4: This set of tables is identical to that of Set 3 except that they are reported separately for first, second, and third year students. Differences among the three groups may, again, reflect the workings of the three factors noted in Set 2. An examination of these tables suggests that the differences among the three groups varies from item to item and among students with differing religious identities.

5. Table 5: Percentage cross-tabulations of Religious Identity with Reasons for Holding Religious Belief Positions.

   Tables on only the first five religious belief statements are included here. All ten "reason" alternatives are included. This is a portion of the instrument that will be revised. Notice that 30 to 40 per cent of the students typically selected the "Other" category or did not respond at all. Nevertheless, the relative frequencies with which the remaining alternatives were selected may be of interest to the reader.

6. Table 6: Percentages of cross-tabulations of Year in School with Reasons for Holding Religious Belief Positions.

   These tables are the same as Set 5 except that Year in School replaces Religious Self-Identity as rows.

7. Table 7: Cross-tabulations of Religious Self-Identity with Reasons for Engaging in Religious Practices.

   This set of tables is like Set 5 except we are now dealing with the Religious Practices statements and the reasons selected for engaging or not engaging in the practices. Note again the relatively high frequency of choosing "Other" and "No response." This section of the questionnaire will also be extensively revised.

8. Table 8: Cross-tabulations of Year in School with Reasons for Engaging in Religious Practices.

   This set of tables corresponds to those in Set 7 except that Religious Identity is replaced with Year in School. In both this set and the previous set of tables, only the first five Religious Practice statements are included here.

Precollege Scholastic Aptitude Test (PSAT)

The PSAT was administered to third-year junior students in the fall of 1976. It provides nationally normed measures of verbal and mathematical ability, a selection index used for making National Merit Scholarship Corporation (NMSC) awards, and the high school cumulative grade average.

The results are presented in Table 1. They may be summarized as follows:

A. The average scores on the verbal and mathematical scales are at the 75th percentile in relation to the national norms. These are very high average scores. It suggests that the third year students are a rather unusual selection of students and/or that the educational program of the last three years has been particularly effective. These scores are consistent with the same group's scores on the Sequential Test of Educational Progress (STEP) taken last year in which scores on the English and math sections averaged above the 70th percentile. We don't know how these scores compare with the average of a typical entering freshman class at Seattle University, but we could imagine they are at least as high.

B. Females scored slightly higher than males on the verbal scale, slightly lower on the math scale. These are typical sex patterns that have been known for years, though the gap may be narrowing as of recent years.

C. The average NMSC Selection Index is about the same as the national average. We do not know at this point how that index is derived. It is not clear why its percentile rank should be much lower than that of the verbal and math scores. Females averaged slightly higher than males on this index.

D. The high school cumulative grade average is nearly identical for female and male students and averages just above a "B."

E. The standard deviations are slightly greater for females than for males on the verbal, mathematical, and NMSC Selection Index. This indicates greater dispersion of scores, greater variability among females than among males. But the standard deviation on the Cumulative Grade Average is slightly lower for females than for males. It seems reasonable to assume that classroom performance has some relation to these standardized test scores. If so, this pattern of sex differences is of some interest. It suggests that instructors, in assigning student grades, are less discriminating in the case of female than of male students or that they are more influenced by factors unrelated to relevant classroom performance.

F. Correlations Among the Measures. As the correlation matrix in Table 1 indicates, all four measures are quite highly inter-correlated. This is particularly true of the relationships between both the verbal and mathematical scales and the NMSC Selection Index.

The Differential Aptitude Test (DAT)

Data were available from four administrations of the DAT, beginning in the Spring of 1975:

1. First Year Students (9th grade) Spring, '75
2. First Year Students (9th grade) Fall, '75) Same students
3. Second Year Students (10th grade) Fall, '76)
4. First Year Students (9th grade) Fall, '76

Since the Spring, 1975 data are pre-MRC, they provide a baseline against which to compare subsequent testings. Such comparisons will indicate whether or not the advent of MRC has been accompanied by changes in the aptitude levels of incoming students.

Comparisons between (2) and (3) above may reflect to some degree any impact of the 1975-76 school year on DAT performance. This is the only comparison within the set involving the same group of students at different points in time.

The results are portrayed graphically in Figure 1 for males and females separately, each on nine scales. The data consist of percentile ranks converted from raw score means for each group.

The results as portrayed in Figure 1 support the following conclusions:

1. With the exception of a few areas easily identifiable in Figure 1, MRC students obtained very high average scores on all four testings.

2. A comparison of (1) with (2) and (4) (males only) suggests that, with regard to general Verbal and Numeric ability, there has been no apparent shift in incoming student aptitude levels since the advent of MRC. However, in the areas of Mechanical Reasoning, Abstract Relations, Spelling, and Language Usage, the evidence suggests that incoming aptitude levels have increased.

3. Only one of the 18 (2) vs. (3) comparisons showed a decline from (2) to (3) (females on Verbal Reasoning). Seven comparisons showed no change, the remaining 10 all showed increases in the percentile ranks of the mean raw scores. The most dramatic contrast occurred on the Clerical scale even though clerical skills, per se, are not offered at MRC.

Three Instruments Administered by the Science Department:

The Watson-Glazer Test of Critical Thinking/Test of Understanding Science/Concept-Process Test

For the second consecutive year the Science Department has systematically gathered data with three instruments that are of particular interest in assessing student growth in relation to the goals of the Science Department but which are also of more general interest. The three tests are:

1. The Watson-Glazer Test of Critical Thinking. (W-G) This test measures the ability to be logical and analytical in responding to problems with emotional and value-laden content.

2. Test of Understanding Science (TOUS). This test measures knowledge to the aims and methods of science, the nature of the scientific enterprise, and the role of scientists in our society.

3. Concept-Process Test. (C-P) This is a test of particular content and concepts within science.

Student Samples

The tests were administered to (apparently) all first and second year students in the Spring of 1976 (as well as to senior physics classes). In the Spring of 1977 each of the three tests was administered to a different randomly assigned subset of the third year class.

Results

The results for all three tests and each of the three samples are presented in Figure 1. General norms are available only on the W-G. All three mean scores fell near the 80th percentile which appears very high for an overall average.

The pattern of results on the W-G and the TOUS was very similar: In the Spring of 1976 second year students scored somewhat higher than first year students. In the Spring of 1977 the now third year student samples scored somewhat lower then they did the previous year.

The pattern on the C-P was very different: First and second year students scored the same, on the average, in the Spring of 1976. But the third year sample in the Spring of 1977 scored dramatically higher.

A possible interpretation of these results is as follows: The Science Department has been under some criticism based upon student dissatisfaction and claims that they are not adequately learning the "content" of science. The Science Department, in responding to those claims, may have, in the past year, successfully increased student acquisition of "content" (as measured by the C-P test), but perhaps at the expense of developing students' understanding of the nature and role of science in today's world and at the expense of developing students' critical thinking skills. Other plausible interpretations of the results should be explored before any definitive conclusions are drawn.

Matteo Ricci College

EVALUATION REPORT #5

Participant Feedback on the Cultural and Social Studies Workshop

I. Overview

On April 29-30, 1977 selected faculty of MRC Forms I and II participated in a workshop on Cultural and Social Studies held at Providence Heights Conference Center. The thirty-two participants were mailed a "Workshop Participant Feedback" form (Appendix A) on which they were asked to respond to questions pertaining to the workshop. Twenty-one participants completed and returned the feedback forms. The results for the open-ended questions are presented in Section II, and the results from the rating scales in Section III. General conclusions and suggestions for future workshops appear in Section IV.

II. Results on Open-Ended Questions

Question B. "In your understanding, what was (were) the major MRC goal(s) of the workshop? (List up to three starting with the most important.)"

The most frequently cited first goal of the workshop was to design an integrated Social Studies (Cross-Cultural Studies, Interpretive Science) curriculum. The second most mentioned goal was to clarify the MRC philosophy and its relationship to the proposed Social Studies curriculum. Some participants indicated that the primary goal was to promote MRC harmony and unity by providing faculties of Forms I and II with opportunities for interaction, planning, and getting to know each other. (Verbatim statements appear in Appendix B.)

Question D. "In your experience, what features of the workshop most facilitated the achievement of workshop goals?"

Small group sessions followed by plenary sessions were experienced by most participants as the primary facilitating workshop feature. The presence of "able," "very high quality" participants and presenters provided opportunity for interesting dialogue. The work of the workshop organizers and the opportunities for socializing were noted. (Verbatim comments appear in Appendix D.)

Question E. "In your experience, which features of the workshop most impeded the achievement of the workshop goals?"

Presentations were experienced by some as too long, "theoretical," "rehashing," "meandering," "verbal...overload." The agenda was considered by some as too "extensive," "excessively inclusive" and didn't allow time to "produce a well-considered product." One participant felt there was "haste to meet some deadline."

Lack of clear statement of goals was noted as a source of frustration and confusion. Some weren't clear what the parameters were ("who has what power" "lack of input from administrators").

Two participants felt the program was "stacked" toward LRSS and that there was lack of input from other curriculum areas. (Appendix E carries verbatim comments.)

Question F-8. "If the participant answered that the MRC program would benefit from additional workshops the next question was "...workshops of what nature?"

In addressing this question participants suggested both structural process and content characteristics. Responses fell into the following categories: specific problem solving; curriculum development; integration of MRC philosophy and curriculum; miscellaneous. (Verbatim comments appear in Appendix F-8.)

Question F-9. "Any additional comments you would like to make about the workshop or MRC planning generally."

Responses to this question constitute a pot pouri of favorable and unfavorable reactions, some analysis of selected problems in MRC planning process, and a few suggestions for changes. (Verbatim comments may be found in Appendix F-9.)

III. Results of Participants' Ratings

Questions C-1 through F-6 of the feedback form asked participants to rate on a seven point scale their perceptions and experiences of the workshop on these characteristics: goals, organization, presenters, process, benefit, and effectiveness.

Figure 1 presents the average ratings in graph form separately for Forms I and II participants. Form II participants generally responded more favorably than Form I participants. This was particularly true on ratings of "Benefit" and "Effectiveness."

Form I participants rated the achievement of their perceived first and second goals of the workshop somewhat higher, on the average, than their ratings of the other workshop characteristics, including overall "Benefit" and "Effectiveness." Form II participants, on the other hand, noted "Benefit" and "Effectiveness" somewhat higher than goal achievement and the other workshop characteristics. One interpretation of this pattern, consistent with informal observations, pertains to the differences in the "life spaces" of the two groups. The perspective of Form I participants has been tempered by two years of program implementation. Some of their "idealism" or optimism may have been worn down a bit. And there may have been some defensiveness in their response to the workshop, given the fact that it was organized and directed by Form II who, in contrast to themselves, 1) have University identification, but 2) lack the Form I facultys' two years of experience in program implementation. The data suggest Form I participants tended to perceive some success in goal achievement <u>despite</u> their general reaction to the workshop.

Form II participants in contrast, with their idealism still running high, and their rhetoric unrestricted by the direct experiences of Form I participants, tended to perceive the workshop as being quite beneficial and effective, more so than perhaps was warranted given their lower ratings on goal achievement and workshop characteristics.

It was noted above that the overall average ratings on these scales fell on the favorable end of the rating scale. Norms, based on more than 40,000 participants in various workshops, are available on questions F-1 through F-6. (McCallon, 1974.) The Providence Heights workshop fell considerably below the norms on each scale. The expected averages, based upon the norms, are shown in Figure 1.

All participants, except for two nonrespondents, answered "yes" to the question on additional workshops. Appendix F-8 contains the verbatim responses to the question "Workshops of what nature?"

REFERENCES

McCallon, Earl. Planning, Coordinating, and Evaluating Workshops. Learning Concepts, Inc., Austin, Texas, 1974.

SUMMARY

Matteo Ricci College

EVALUATION REPORT #6

Assessment of MRC Form II Curriculum Products

The evaluation team encouraged members of the Form II faculty who were developing pilot courses to submit their curriculum products for review and feedback. Our intent was to examine them using the same criteria developed and used in reviewing the Form I curriculum products.

The curriculum products represent the operational plans for implementing the MRC model. Such operational plans should, we believe, include the following components:

A. Overall Goal Statement: A statement that provides a general orientation for what the course is about and what students can expect to learn, and how the course fits within the overall MRC model.

B. Student Learning Objectives: Statements of potentially measurable student learning outcomes in terms of knowledge, skills, appreciations, attitudes, and so on expressed as student characteristics.

C. Teaching-Learning Processes:

   1. Learner Pursuits: A description of the activities in which the student will engage in order to achieve the student learning outcomes.

   2. Instructor Activities: A description of the instructor's role in organizing and managing the learning environments that will facilitate the learner pursuits.

D. Assessment of Student Learning: A description of instruments/procedures for assessing achievement of the student learning objectives.

E. Resources required for implementing the course.

Curriculum products were submitted on six courses. We present here the results of our reviews.

Curriculum Products Assessment Report on

PLS 150 Introduction to Political Science, Winter 1977
PLS 200 Comparative European Democracies, Spring 1977
PLS 315 Comparative Totalitarian Systems, Winter 1977
PLS 293/HS293 East-West Interface: Challenges and Responses

These course descriptions go a long way in the right direction by providing the interested reader with pertinent information regarding the nature of the courses. The comments and questions that follow are intended to a) pinpoint areas in which we feel the descriptions could be improved and 2) raise questions regarding the ways in which the courses as described appear consistent, or not, with the MRC model.

A. The statements describing what students are expected to do in fulfilling the course goals are very general and open-ended ("read regularly," "read widely," "write regularly" (in journal), "participate regularly in class discussion," "get to know the library holdings," "try to dip into a basic text," "try to gain some familiarity with..." and so on.) Do such general statements adequately describe

the learner pursuits required to fulfill the course goals?...to perform adequately on the quite specific questions to be confronted by the student on the exams?

B. Perhaps the instructor activities are intended to mediate the apparent gap between the general learner pursuits and the specific learner outcomes. Generally, however, no instructor activities are identified. (Presumably, he will "lead" the class discussions. Reference is made to the expectation that he will work with students on their projects. And in the pilot course both instructors are scheduled to "lecture."

C. The course descriptions do not indicate how these courses might be related to (integrated with?) the rest of the curriculum, either interdepartmentally with other work going on simultaneously, or subsequently, or with the preceeding work done at Form I. Are there certain knowledges, skills, or competencies that are assumed to be present in students and presumed to have been acquired at Form I? If so, what are they? If not, why not?

The pilot course, while interdepartmentally team taught, does not appear, on the basis of the description, to differ much in content or approach from what might be expected in a "traditional" course.

D. Generally, the content and learner pursuits in these courses appear little different from what one would expect in traditional courses in higher education. The primary emphasis is on student reading, writing, and discussing the content of the discipline. There are calls for the student to reflect on and evaluate the quality and value of the literature, but that also is consistent with traditional emphases. It is

apparent that the instructor will lecture less than is typically the case, but exactly what he will do instead is not clear, nor is it clear how the students will function differently as a result of this change.

E. Reference is made to the goal of the student "learning the method of studying politics." Is this what is meant in the MRC references to learning the methodologies of the disciplines? Or should the student acquire some skills of political behavior, learn to do politics as well as learn about politics and how it can be studied? Seattle and King County provide an abundance of opportunities for direct experience of political processes and even participation in them. Would it not be consistent with the MRC model to encourage such student experiences? Even require them as part of political science courses? What experiences, besides cerebral ones, are included in the designs of the present courses? Are cerebral experiences sufficient for the fulfillment of the MRC model?

F. The quality of some of the ditto reproductions was poor and in some cases had not been proofread. Would student papers be accepted in that form? Should written communications to students not model in every respect what is desired and expected in student written products?

Curriculum Product Assessment Report on

HS/PSY 292 Identity in a Pluralistic Society

In summary, the strengths of this course, as described in the curriculum product, appear to be in a) the attention given to the structures by which the course will be "learner centered" but without relinquishing the direction and control by the instructors, and b) the explicit effort to personalize the learning for the individual student.

On the weak side are:

a. A goal statement that is too lengthy and abstract, perhaps requiring prior knowledge of the course in order to be meaningfully understood.

b. Alleged "objectives" that really continue the goal statement and are not expressed in terms of learner outcomes that are within reach of being measurable (i.e., determining whether or not, or the extent to which, they have been achieved).

c. Lack of prototypical teaching-learning processes that will indicate how the seminar discussions are intended to proceed. What are the intended student and instructor roles? How will "experiencing, understanding, judging, and deciding" be realized?

d. Inadequate statements of immediate instructional outcomes. In what ways will students be different for having taken the course? How will it be known in what ways they are in fact different?

Curriculum Product Assessment Report on

Phil 110(D)/Eng 200 (B) The Rhetoric and Dialectic of Communication

A. The conversational tone of this curriculum product is in striking contrast to that of the other Form II curriculum products. A minimal amount of the technical language of the discipline is used in communicating the nature of the course. Rather, everyday language, metaphors, and analogies are used. It would be interesting to observe differences in student reactions to the two contrasting communications.

B. No relationship to the overall MRC Goal is indicated in the goal statement. Nor is there mention of interface with the Form I curriculum or of any relation to other departmental and interdepartmental goals and curriculum.

C. Student learning objectives and instructor activities are suggested and scattered in several different places, rather than explicitly enumerated.

D. Regarding assessment of student learning, midterm and a final exam are included in the calender of assignments but no information is provided of such exams nor were sample exams or exam items included.

III. PROGRAM ASSESSMENT

Reports #2 and #3 contain an assessment of the strengths and weaknesses within each department of the curriculum products and teaching-learning processes. This report addresses overall programmatic strengths and weaknesses based upon the perceptions and experiences of the evaluators in the course of the 1976-77 academic year. These observations and interpretations will focus primarily on aspects of the MRC program included in the focus of this year's evaluation effort.

A. Program Strengths

1. The MRC Model

In the judgment of the evaluators, MRC is operating from a viable educational model. We believe this judgment rests upon more than a happy coincidence of similarity between our own personal value preferences and the values espoused in the model. Rather, a careful conceptual analysis reveals that the model is well grounded philosophically and psychologically.

What is the MRC model? At this point in time it consists of an assortment of interrelated ideas about what constitutes a "well educated person" in today's and tomorrow's world, about what kind of society is evolving and is desired now and in the future, and about the kind of educational processes that are needed or are likely to generate the "good" person and the "good" social order.

These ideas are rooted philosophically in the phenomenological analysis of human experience; they are rooted psychologically in the humanistic psychologies of Maslow, Rogers, and Perls; they are rooted theologically in the Jesuit traditions as represented in the thoughts of Ignatius and in the theology and educational philosophy of the contemporary Jesuit, Bernard Lonergan.

Thus, the intellectual foundations of MRC---philosophical, psychological, theological, educational and moral-ethical---are substantial. MRC does not appear to be a "fly-by-night" or "off-the-cuff" phenomenon. It is the rich and broadly based intellectual foundation which we believe largely accounts for the ability of MRC to "ignite," "stimulate," and "challenge" the people involved in it; to provide the "vision" of what education today and in the future might be like.

We merely enumerate here some of the key MRC ideas which appear to hold promise for the development of a viable educational model and program:

a. The concept of the well-educated person emphasizes characterological traits as well as logical cogency; an emphasis on the grounds for any claim to know; on the methodology for converting the unknown to the known rather than on knowing

particular and transitory "facts"; an emphasis on active involvement of the person in community and social issues rather than passively assuming that those "in a position to know" will know and act best for all.

b. In conceptualizing the nature of the basic structures and processes of education, the following ideas appear to have merit:

1) The concepts of infra-, intra-, inter-, and trans-disciplinary studies for organizing and sequencing curriculum content and for providing an alternative basis for organizing the processes of education to that provided by the traditional departmental disciplines.

2) Experience, understanding, judgment, and decision/action for conceptualizing, organizing, and sequencing the teaching-learning process.

3) Logos, Ethos, and Pathos for emphasizing the total range of human experience and expression as the appropriate and needed focus for educational impact.

4) The various expressions that focus on the central role of the learner: self-motivation and responsibility for learning; integration within the learner; learning how to learn; learner reflection on the learning process; and social consciousness and responsibility.

2. Human Resources

Members of both Forms I and II have contributed the necessary creative energy and commitment to bring the program to its present state of development.

3. Implementation

Strengths in curriculum development and the teaching-learning process have been described in detail in other reports. It can be added, however, that the programs of AAD, PPD, Unified Science, and the second year Collegio have what appear to be viable instructional strategies which have originated from sources other than MRC, but which are compatible with the model.

D. Program Weaknesses

1. The MRC Model

While the model is rich in ideational content, there is a problem with the form in which it is currently expressed. It consists predominantly of goal statements (classed as value, competency, and teaching-learning process goals) often redundant as well as vaguely and ambiguously formulated. (There is nothing

inherently "wrong" with this state-of-affairs per se---indeed, the model's motivational and inspirational value may be well served by these characteristics. But there is a problem if such statements are expected to lead directly to a coherent and orderly educational program at an operational level.) The efforts presently underway under the leadership of the Curriculum Directors of the two Forms to clarify and consolidate the model should prove beneficial.

The implications for educational program development and implementation have not been sufficiently worked out. At the present time it would be possible to defend almost any practice by some expression from the model. And it is not easy to determine for a particular educational practice which, if any, aspects of the model it reflects or expresses.

2. Development of Program Components

It does not appear that much progress is being made in the development of certain aspects of the MRC program as identified in the major planning documents. These include, for example, stop-out time, community-based learning, and parental involvement.

C. Recommendations

Reference was made above to the work of the Curriculum Directors of both Forms to consolidate and clarify the present goal statements that constitute the MRC model. The directors are proceeding within a framework that works down from the general and abstract ideas of the MRC philosophy to the implications for concrete educational programming and activity.

Program planning and development along these lines might be facilitated with the simple schematic shown in Figure 1. The form might be used in a workshop session where participants could work on completing it individually or in small groups and review the results in general sessions. The intent would be to

1. Work toward a common understanding of which aspects of the total educational effort are expected to be modified by MRC,

2. Determine what priorities will be assigned for program development,

3. Identify relevant "idea" sources, and

4. Determine what the implications are for program planning, development, and practice in each designated area.

A common frame of reference could thus be generated on the basis of which particular planning, development, and training activities could take place.

Figure 1. Schematic for Program Planning

Educational Components	Implications from MRC Philosophy? yes	Implications from MRC Philosophy? no	Priority Rank	Idea Sources	Implications for Educational Programming and Practice	Determine Resources Needed for Planning and Implemenation
1. Curriculum						
2.Learner Pursuits						
3. Instructor Activities						
4. Administrative Structures and Processes						
5. Student Recruitment, Selection, Orientation						
6. Faculty Recruitment, Selection, Training						
7. Personnel Policies and Procedures						
8. Student Advising, Counseling						

Figure 1. Schematic for Program Planning (Contd.)

Educational Components	Implications from MRC Philosophy? yes	Implications from MRC Philosophy? no	Priority Rank	Idea Sources	Implications for Educational Programming and Practice	Determine Resources Needed Planning and Implemena
9. Parental Involvement						
10. Formulation of Learning Oucomes						
11. Assessment of Learning Outcomes						
12. Utilization of Community Resources and Settings						
13. Physical Environment						
14. Program Integration						
15. Business Operations						
16. Other						

Evaluation Report #7

WASHINGTON PRE-COLLEGE TEST
Results for MRC Third Year Students
Spring, 1977

by
Oren Glick, Ph.D.
Carole Cathersal, M.Ed.

The 1976-77 MRC third year students took the Washington Pre-College Test (WPC) in the spring of 1977. The WPC test generates both academic achievement and vocational interest information. The academic achievement measures consist of 12 scales, six of which tap verbal skills and six, quantitative skills. Two of the six verbal scales are composites of the remaining four. One of the quantitative scales is a composite of the remaining five. These composite scales provide the best overall indications of verbal and quantitative achievement.

The 12 scales are as follows:

Vocabulary: Knowledge of the meaning of words.
English Usage: Knowledge of grammar, correct word usage, capitalization and punctuation.
Spelling: Ability to identify misspelled words.
Reading Comprehension: Ability to understand information written in paragraph form.
Quantitative Skills: Skill in handling mathematical data and in observing relationships between sets of numbers.
Applied Mathematics: Ability to solve applied arithmetic and elementary algebra.
Mathematics Achievement: Knowledge of algebra and geometry.
Spatial Ability: Ability to visualize mentally in three dimensions.
Mechanical Reasoning: Ability to understand physical principles as applied to mechanical devices.

The composites are:

English Composite: Vocabulary, English Usage and Spelling.
Verbal Composite: Vocabulary, English Usage, Spelling and Reading Comprehension.
Quantitative Composite: Quantitative Skills, Applied Mathematics and Mathematic Achievement.

While traditional academic achievement, as reflected in the WPC and SAT, is not strongly emphasized in the goal statement of MRC, such performance by MRC students is important for at least two reasons:

1. Academic achievement, as measured by these tests, has not been discarded by MRC as an educational goal of merit. Rather, it has been placed in a larger context in which other goals, not usually considered academic, are also important.

2. Any new or innovative educational effort probably cannot escape being assessed in terms of well-established criteria for assessing educational programs. An implicit response of most interested parties

will be, "How well does the new program do in relation to existing programs and in terms of established criteria?" Even if the new program places its priorities elsewhere and can demonstrate good results in terms of them, it is not likely to escape some negative impact should it fall far short in terms of the established goals and criteria. The typical response of educational innovators to these essentially political or public relations problems is to assert that, in terms of traditional goals and criteria, the alternative program "will do at least as well" as existing programs. While it is not stated explicity in the MRC literature, this is the position these writers have heard expressed in conversations with various MRC personnel.

This Evaluation Note will address several questions for which the WPC test scores provide relevant data. The questions are listed below, then each is addressed with the results from appropriate analyses of the test scores.

QUESTION 1

What was the average performance of the MRC third year students on each of the 12 WPC test scales? How do these averages compare with those obtained state-wide from students going on to four-year colleges?

REASON

Figure 1 presents the profile of mean scores for each WPC test scale for the MRC students who went on to Form II in the fall of 1977 and the Washington State high school juniors who took the WPC in the fall of 1975 and went on to four-year colleges in the fall of 1976.[1]

As can be seen in Figure 1, the average performance of the two groups as juniors is similar. The largest discrepancy in mean scores occurred for Spelling, a difference that is not statistically significant ($t=1.33$, $df=65$). The differences on each scale can best be attributed to chance.

Thus, taking the WPC test as a measure of traditional academic achievement, the MRC class in question appears to satisfy a requirement to do "at least as well" as its regular high school counterpart.

QUESTION 2

On which WPC test scales, if any, do those students who went on to Form II differ from those who did not?

RESPONSE

Figure 2 presents the WPC profiles for those students who went on to Form II in the fall of 1977 and those who did not. With the exception of one scale (Spatial Ability) students who went on had higher mean scores than those who did not. These differences were statistically significant on five of the verbal scales but not on the quantitative scales. The largest difference occurred on the

Reading Comprehension scale ($F=6.06$, $df=1,88$) ($p<.025$).

While five of the verbal scales generated significant differences when tested individually, each should not be given an individual interpretation as far as differences between the two groups are concerned. When the effects of any one of the five scales are removed the remaining scales become insignificant. Even the moderate differences on the quantitative scales disappear. Thus it is a general factor shared by all of the scales on which the two groups differ.

QUESTION 3

Are there any significant differences among the junior year Collegios in their performance on the WPC?

RESPONSE

There were no significant differences among the junior year Collegios in their performance on any of the WPC scales.

QUESTION 4

Are there any significant differences between males and females in their performance on the WPC?

RESPONSE

Girls scored significantly higher than boys on Spelling ($p<.05$) and had higher scores (not significantly higher) on all other Verbal scales. Boys scored significantly higher than girls on Spatial Ability ($p<.05$) and Mechanical Reasoning ($p<.01$), and had higher scores (though not significantly so) than girls on all other Quantitative scales. These sex differences are consistent with well established patterns for girls and boys.

---

[1]The two year discrepancy is necessary since the state wide sample of the spring of 1977 will not enter college until the fall of 1978. However, results on the WPC test for adjacent years have been highly stable, with a slight downward trend observable when several years are taken into account. But from 1975 to 1976, for example, there was a shift of only one point on one of the scales as far as the state wide averages were concerned. Thus, we can be quite confident that state wide averages that will subsequently be reported for students entering four-year colleges this fall (1977) will correspond very closely to those reported for the fall of 1976. Consequently, Figure 1 may be interpreted in terms of how the scores of fourth year MRC students, currently enrolled at Form II, compare with the scores of high school juniors who subsequently entered college in the fall of 1976. (Efforts are underway to obtain WPC test scores specifically from Seattle University freshmen but the data are not presently available.)

Figure 1

Mean WPC Scores for MRC Third Year Students Who Went On to Form II (1977-78) and for Washington State High School Juniors Who Went on to Four Year Colleges in 1976-77.

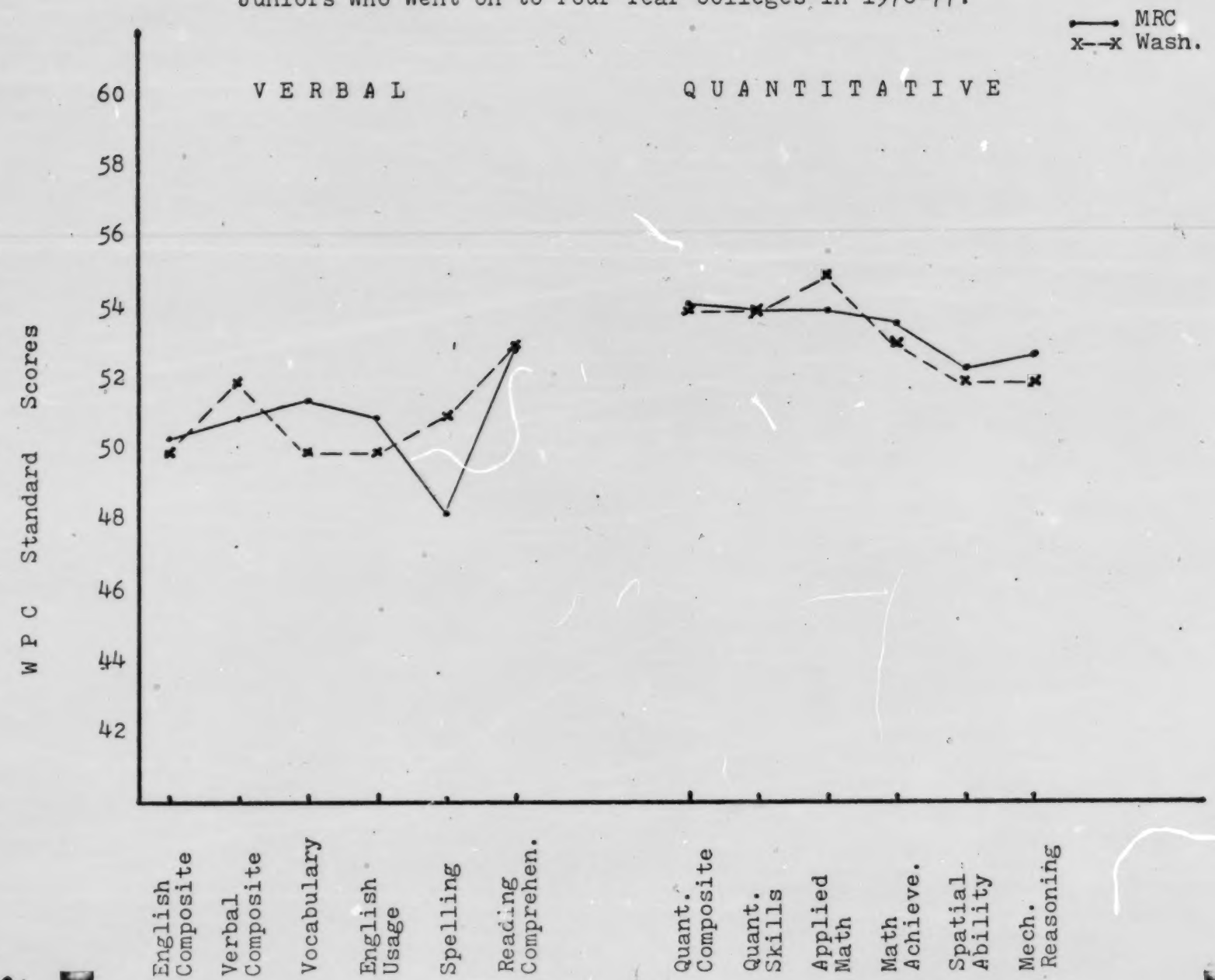


Figure 2

Mean WPC Scores for MRC Students Who Went On to Form II in 1977-78 and Those Who Did Not

Matteo Ricci College

RESULTS AND CONCLUSIONS OF THE END-OF-PROGRAM OUTCOMES MEASURES ADMINISTERED TO MRC STUDENTS, FALL, 1977

Evaluation Report #9

by

Oren Glick, Ph.D.
and
Carole Cathersal, M.Ed.

January 24, 1978

DEFINING ISSUES TEST

Introduction

The Defining Issues Test (DIT) is a measure of moral development. It generates a "principled morality" (PM) score ranging from 0 to 90. The score reflects the extent to which students' responses to the ethical dilemmas presented in the test are consistent with the "principled" stage of moral development as defined in Kohlberg's theory.

The dilemmas of the DIT emphasize concepts of social cooperation, considerations conducive to social cohesion and coordination of human interaction. This emphasis is consistent with the MRC focus stated in the Carnegie Proposal Guidelines (p. 96): "We should oppose the comtemporary cultural stress on the personal/individual as having the highest priority by always integrating it with the community/society focus. Community/social values should have priority when there is conflict with the personal/individual values.

The report that follows includes data reported previously. (See Report #4 in Section III of the Documentation on 1976-77 Evaluation Products and Activities, and the 1976-77 Evaluation Reports notebooks on file in the Form I library and the administrative offices at Form II.)

Respondents

Data are now available on the following samples of students:

1. Class of 1980; Spring, 1977; Fall, 1977
2. Class of 1981; Spring, 1977; Fall, 1977
3. Class of 1982; Fall, 1976; Spring, 1977, Fall, 1977
4. Class of 1983; Fall, 1977

Form I faculty also responded to the test in Fall, 1976 and data from an MRC parent sample were gathered in Fall, 1977.

Result

What does the data accumulated thus far say about moral development of the MRC student and the impact of the MRC program on moral development? Figure 1 presents the composite results for four years of MRC students, for Form I faculty, a sample of Form I parents, and norm samples for several age groups.

An examination of Figure 1 shows the following:

1. Mean scores for MRC first, second, third, and fourth year students fell within the range of the norms for junior and senior high school students.

2. There is a noticeable progression in the scores of the MRC students from Year 1 to Year 3. The fourth year student score, however, drops to a point corresponding to that of the first year students.

3. The faculty mean score is almost identical to the mean score for college graduates provided by Rest. The higher

faculty mean, compared with the student means, indicates that the faculty hold potential for having a modeling effect on MRC students in the area of moral development.

4. The parent sample also shows potential for moral development modeling on the part of parents of MRC students. The parent score is only slightly lower than that for a general category of "adults" reported by Rest.

Patterns of growth for individual classes are portrayed in Figure 2. We are just beginning to acquire enough longitudinal data for growth patterns to emerge. Class profiles, as portrayed in Figure 2, show the following:

1. The class of 1980 (fourth year students in 1977-78) obtained nearly identical mean scores for each of the two administrations (24.1 and 24.0).

2. The class of 1981 (third year students in 1977-78) showed the highest principled morality scores of the four classes of MRC students, as well as the greatest gain in one year (3.6 points).

3. The principled morality scores for the class of 1982 (second year students in 1977-78) were highly stable. The gain over three administrations was 1.6 points.

4. The average score of the class of 1983 (first year students in 1977-78) corresponds closely to those obtained for the previous classes of 1980 and 1982 in their first year.

5. There appears to be some tendency for girls to obtain higher principled morality scores than boys. This was particularly true for the class of 1981 in which the mean score for girls in the spring of 1977 was 9.2 points higher than that for boys.

Conclusions

Moral development is a central component of the overall MRC goals. Data from MRC student samples to date indicate that growth in this area is within the range of that shown by other student groups of similar age. With the possible exception of the class of 1981, there appears to be little variation in overall moral development among the classes of MRC students enrolled thus far. Changes over time within a class are typically very slight from one year to the next. Based upon the normative data currently available, and the very slight growth trends shown in the data, it does not appear that any unique impact of the MRC program on moral development, as measured by the DIT, is discernible thus far.

Figure 1

Matteo Ricci College
Defining Issues Test (DIT)
Mean Principled Morality Scores Accumulated through Fall, 1977

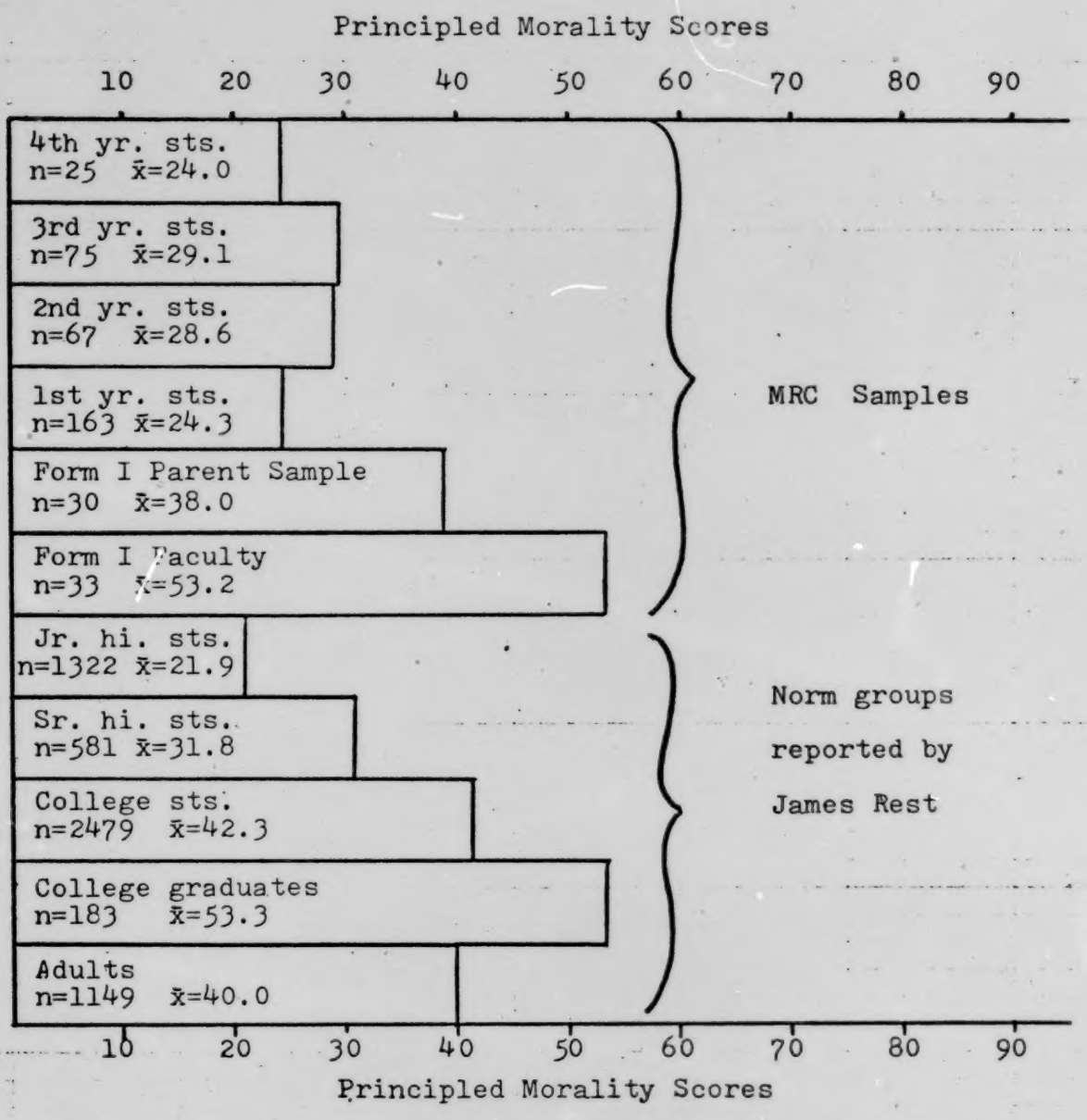
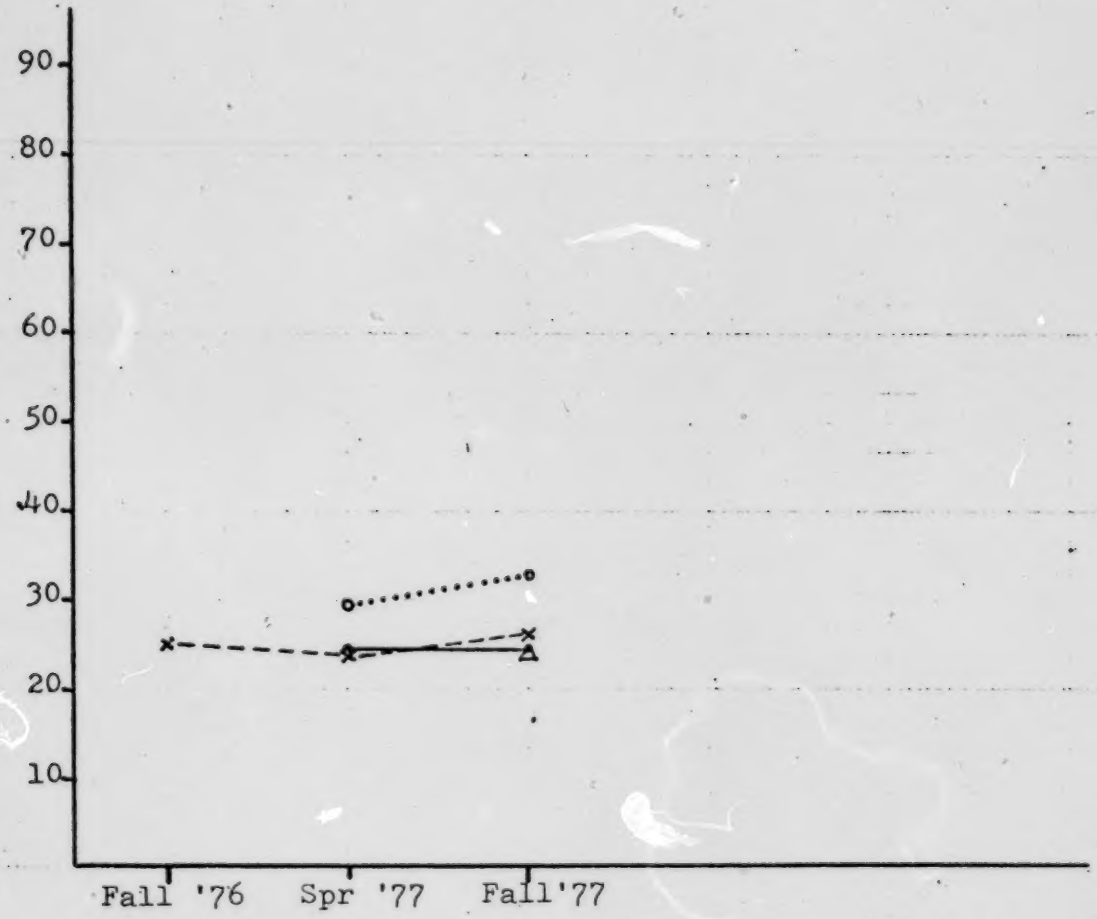


Figure 2

Matteo Ricci College
Defining Issues Test (DIT)
Means Scores for "The Class of" Accumulated Through Fall, 1977



——•——	Class of 1980:	Spring '77	n = 33	$\bar{x}$ = 24.1
		Fall '77	n = 25	$\bar{x}$ = 24.0
o····o	Class of 1981:	Spring '77	n = 47	$\bar{x}$ = 29.4
		Fall '77	n = 42	$\bar{x}$ = 33.0
x– – –x	Class of 1982:	Fall '76	n = 59	$\bar{x}$ = 25.2
		Spring '77	n = 55	$\bar{x}$ = 23.7
		Fall '77	n = 20	$\bar{x}$ = 26.8
Δ	Class of 1983:	Fall '77	n = 44	$\bar{x}$ = 23.9

PERSONAL ORIENTATION INVENTORY (POI)

Introduction

The Personal Orientation Inventory (POI) is a measure of "self-actualization" as conceived in the humanistic psychologies of Marlow, Rogers, and others. The instrument generates scores on 2 primary scales and 10 subsidiary scales. Scores falling between 50 and 60 on any of the 12 scales are considered to be in the self-actualizing range.

Respondent Groups.

All POI data gathered to date in the MRC program is included in this report. The student samples are as follows:

1. Class of 1980: Fall '75, Spring '76, Spring '77, Fall '77
2. Class of 1981: Fall '75, Spring '76, Spring '77, Fall '77
3. Class of 1982: Spring '77, Fall '77
4. Class of 1983: Fall '77

Data Analysis

The results are presented in terms of average scores for a student sample on each of the 12 scales. Two sets of Figures are presented. The first set combines student samples obtained in different calendar years into first, second, third, and fourth year samples. These figures will show any general growth trend across the four years. The second set of figures presents longitudinal results for the graduating classes of 1980, 1981, 1982, and 1983. These figures will show developmental trends that may be unique to the different classes. Additional data points may be added to these figures in subsequent years.

Results

Figure 1: First, Second, Third, and Fourth year student groups.

"Time Competence" and "Inner Directedness" are the two major scales of the POI. They are composites of the remaining scales and will show any overall growth trends in self-actualization. Figure 1 shows a negligible overall growth trend across the four years on these two scales. Three of the subscales showed a consistent growth trend across all four years. These were "Self-Acceptance," "Synergy," and "Capacity for Intimate Contact."

Two of the subscales ("Feeling Reactivity" and "Spontaneity") show student groups reaching into the self-actualizing range though no consistent growth appeared from the first through the fourth years in the MRC program. On all other scales, students, on the average, fell below the self-actualizing range. This result is not surprising since the range is defined by adult norms and adults generally score higher than teenagers.

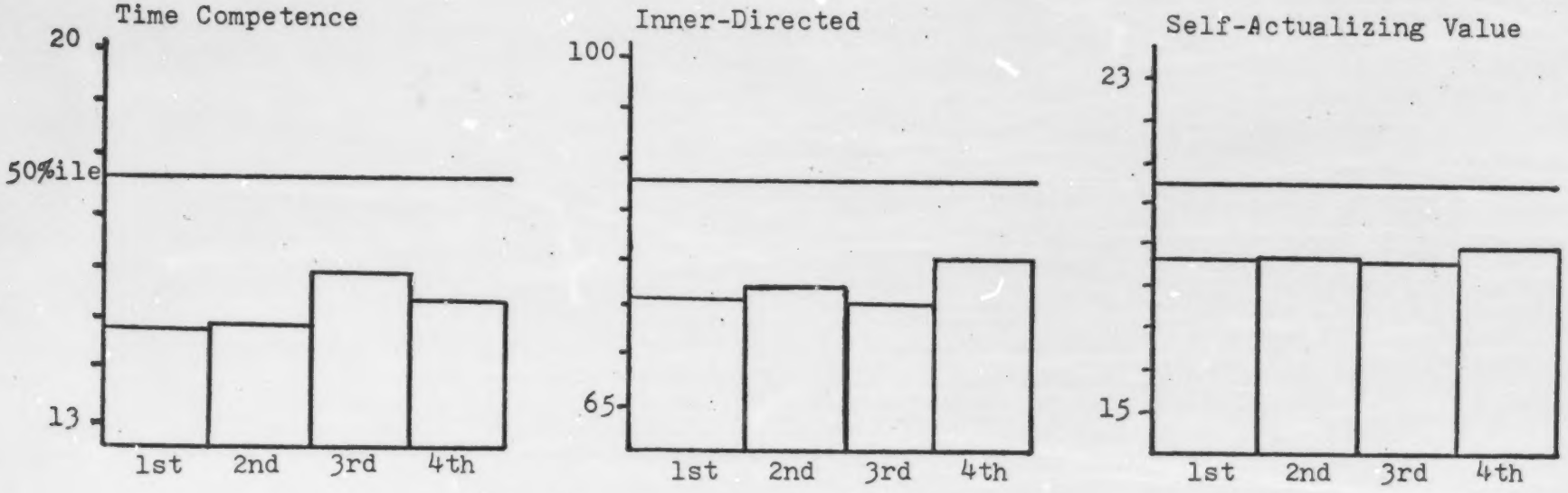
Overall, these results do not suggest that MRC is having a demonstrable impact on student development in self-actualization. It is difficult to be definitive in the absence of relevant comparative data. However, a slight and consistent growth trend as observed here could reasonably be expected as a result of ordinary maturation alone.

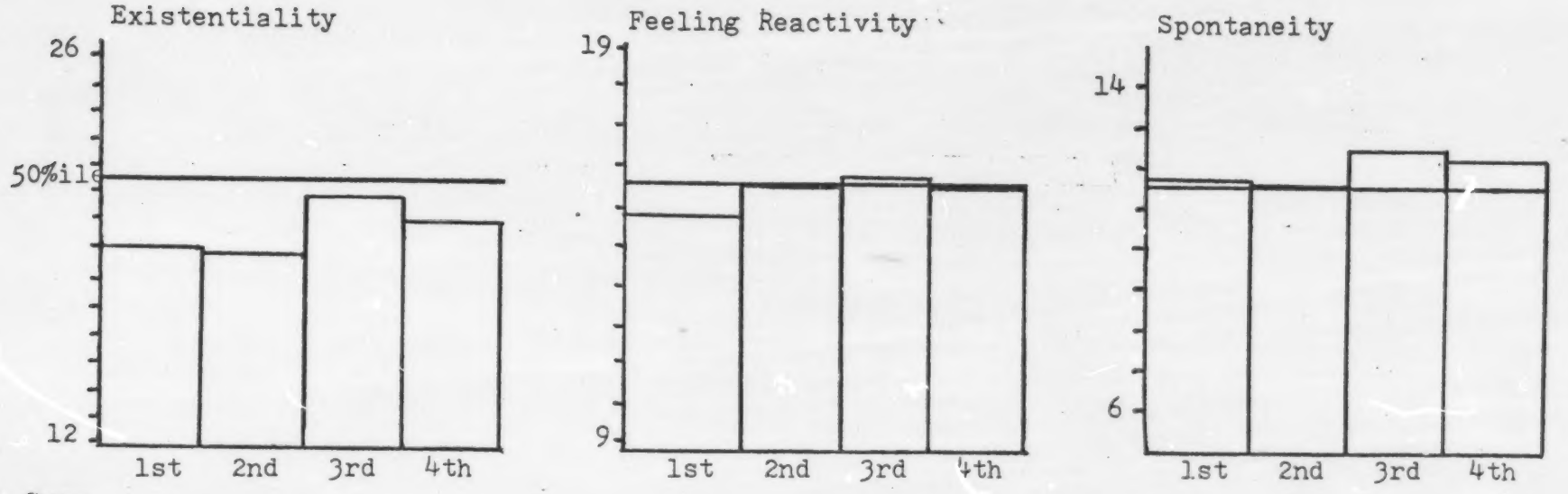
Figures 2 a through 2 d present the longitudinal data for each of the four graduating classes respectively. These Figures do not alter the general conclusions arrived at from Figure 1. The most reasonable interpretation to be made at this time is that the results reflect random variations around a modest growth trend that would probably be observed in the absence of participation in the MRC program.

Figure 1

Personal Orientation Inventory (POI) Scores Accumulated for 1st, 2nd, 3rd and 4th Year MRC Students from Fall, 19[illegible] through Fall, 1977

(Numbers of students for years in school: 1st n=414; 2nd n=324; 3rd n=73; 4th n=20)

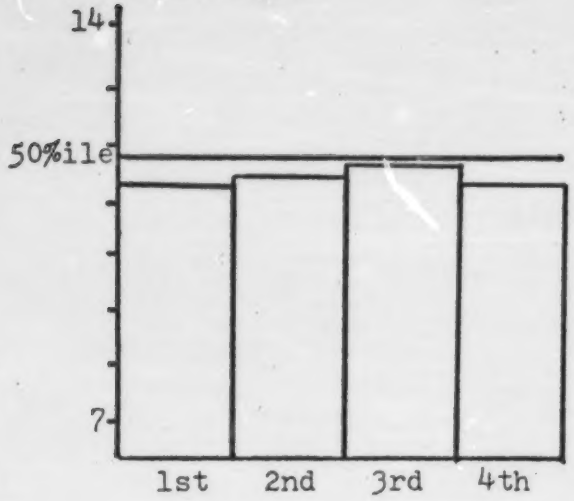




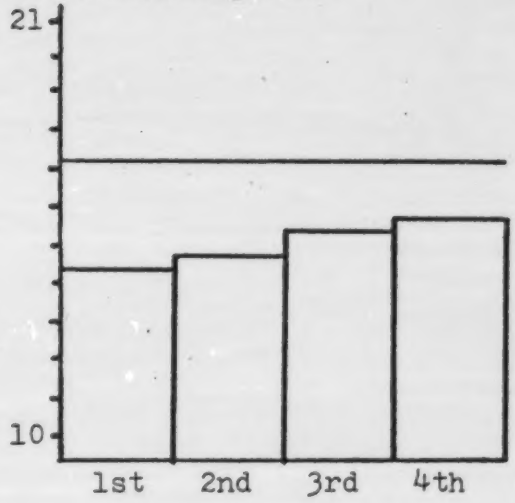
Personal Orientation Inventory (POI) Scores Accumulated for 1st, 2nd, 3rd and 4th Year MRC Students from Fall, 1975 through Fall, 1977

(Numbers of students for years in school: 1st n=414; 2nd n=324; 3rd n=73; 4th n=20)

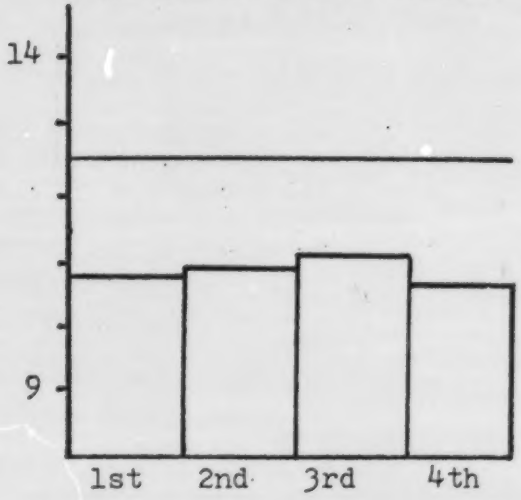
Self-Regard



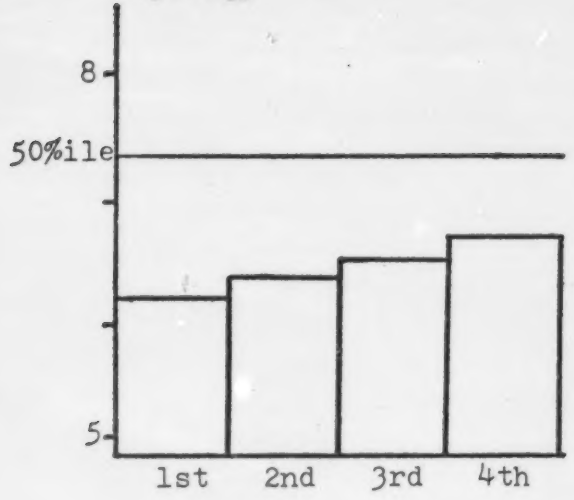
Self-Acceptance



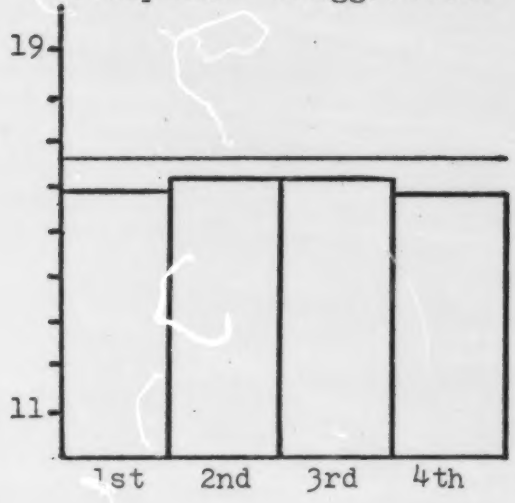
Constructive View of Man



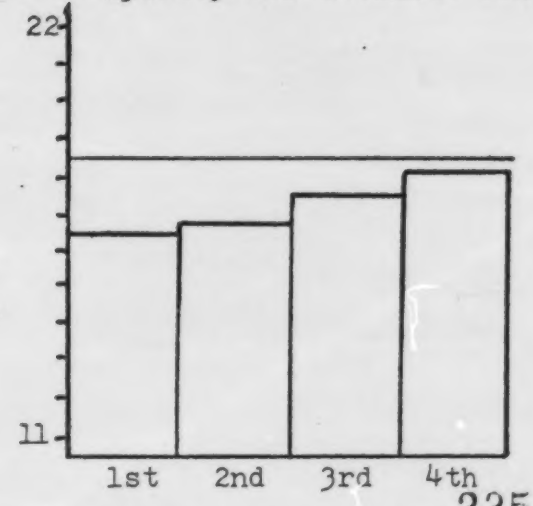
Synergy



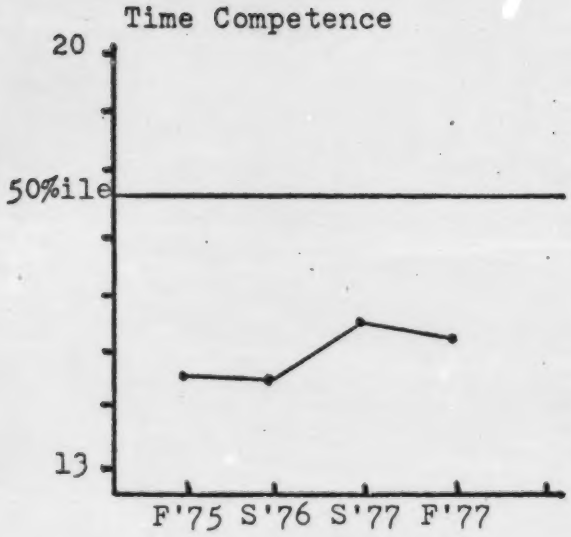
Acceptance of Aggression

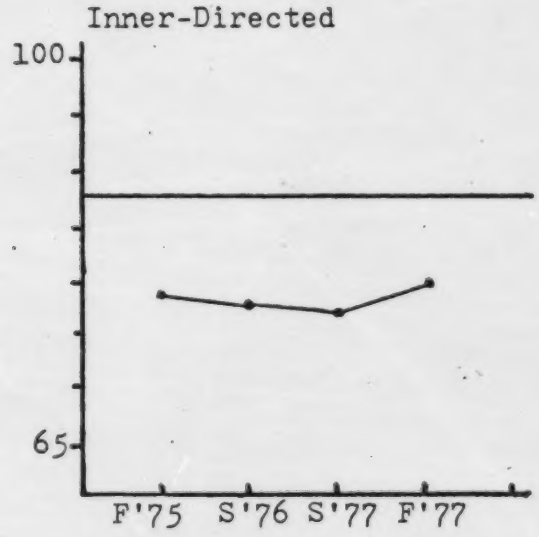


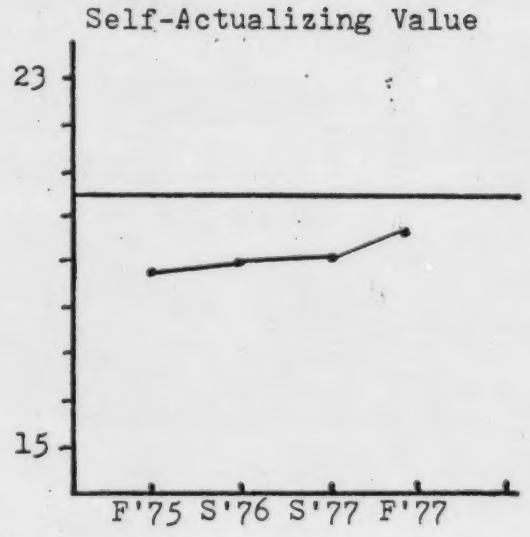
Capacity for Intimate Contact

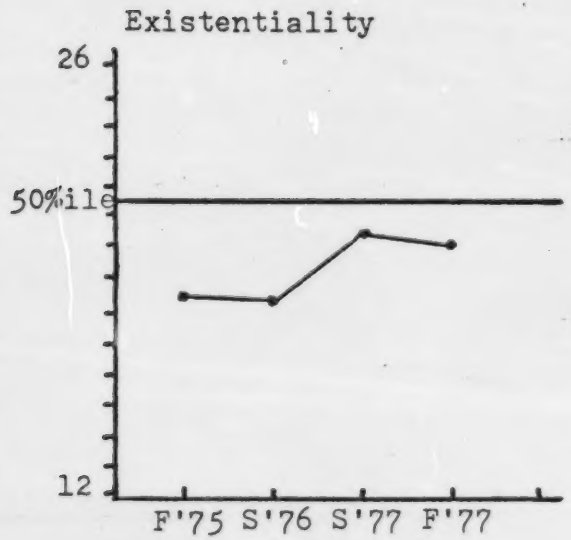


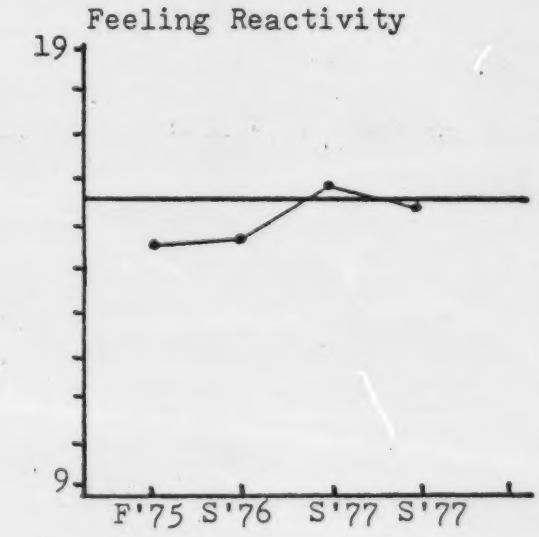
Personal Orientation Inventory (POI) Profiles for the Class of 1980
on Each of 12 Scales by Date of Test Administration

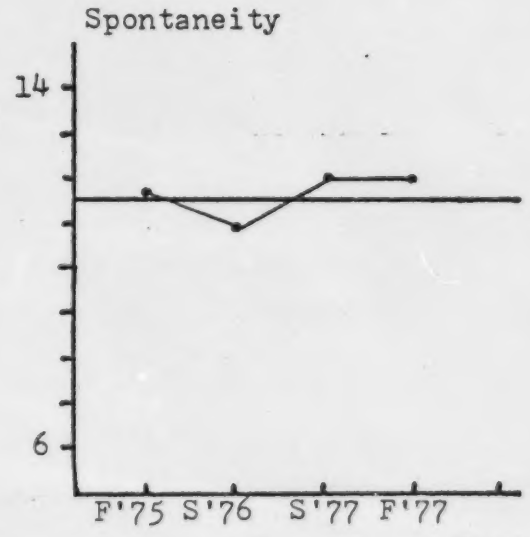




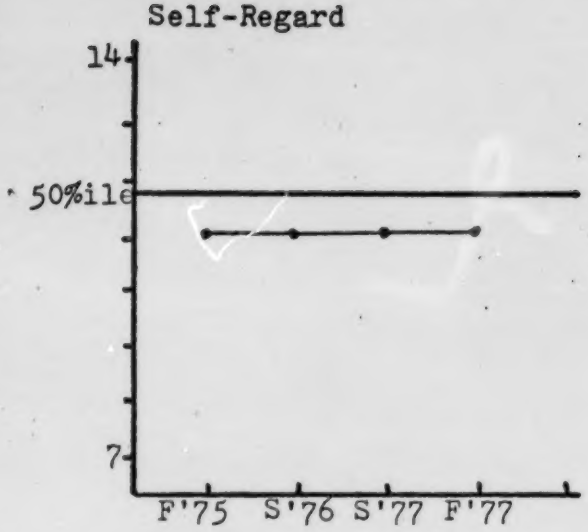


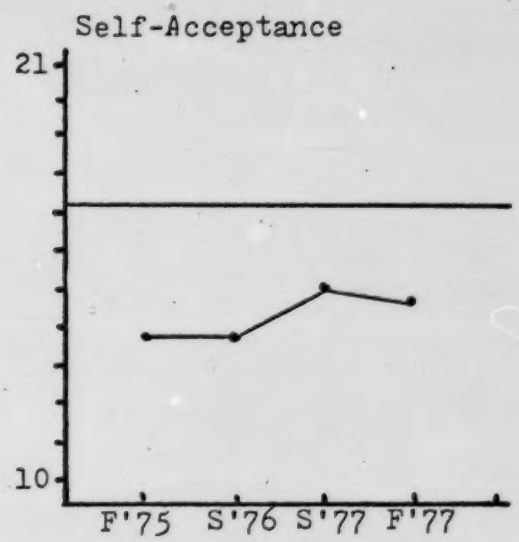


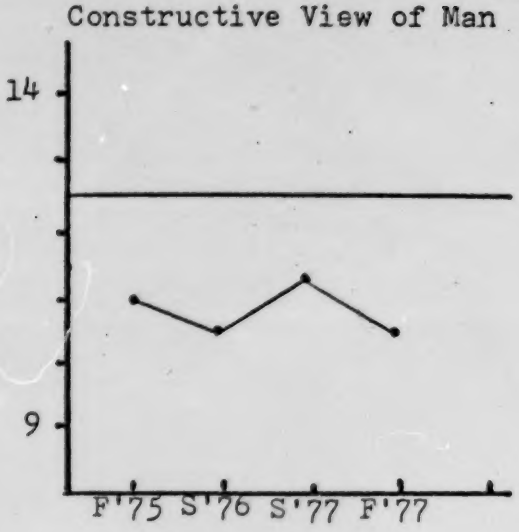


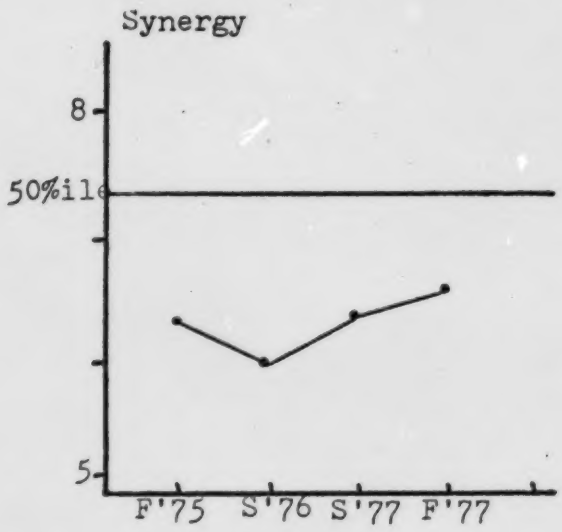


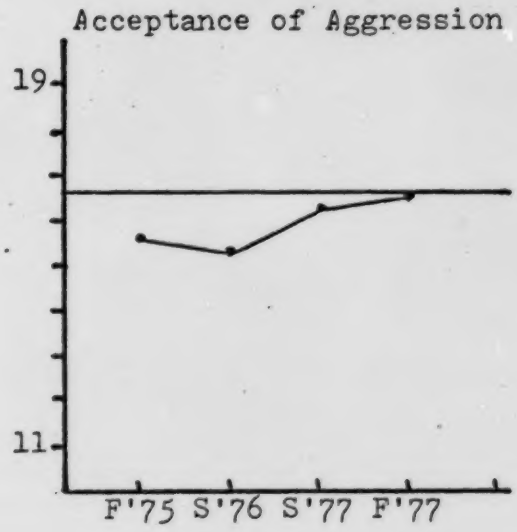
Personal Orientation Inventory (POI) Profiles for the Class of 1978
on Each of 12 Scales by Date of Test Administration

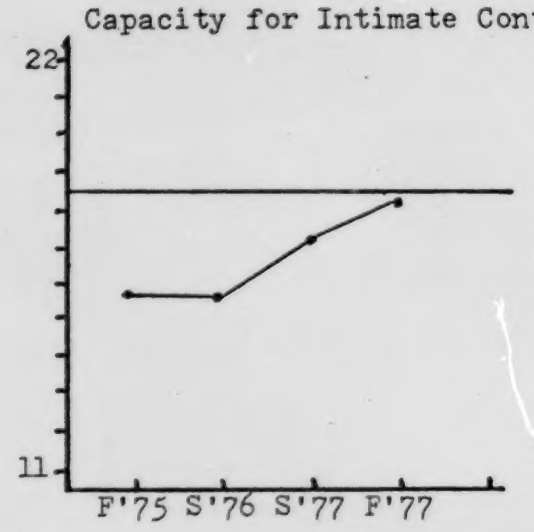




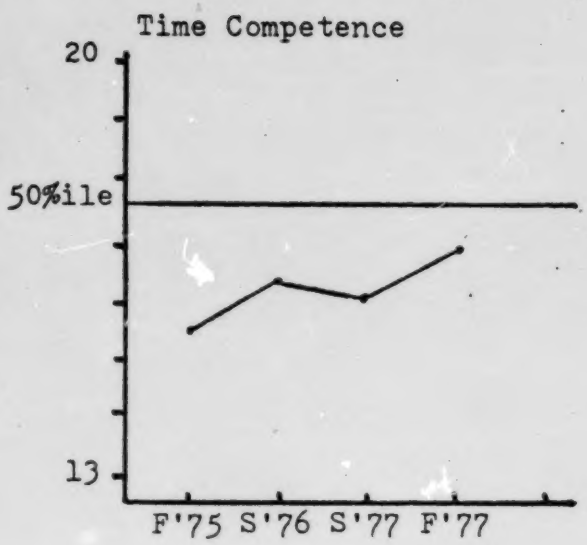


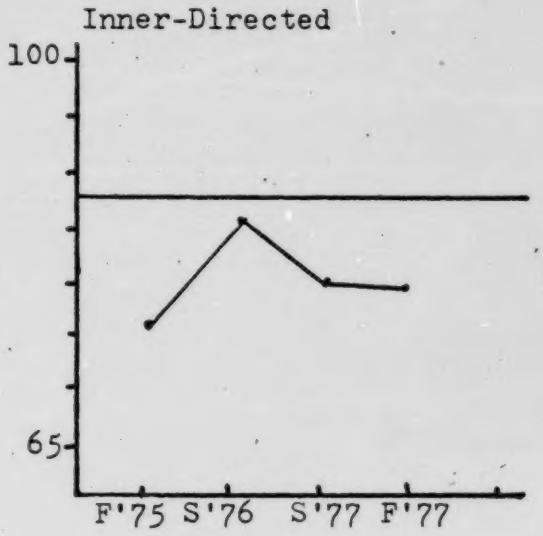


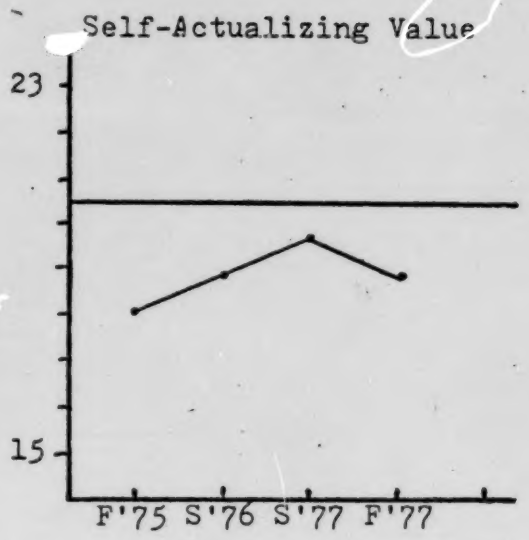


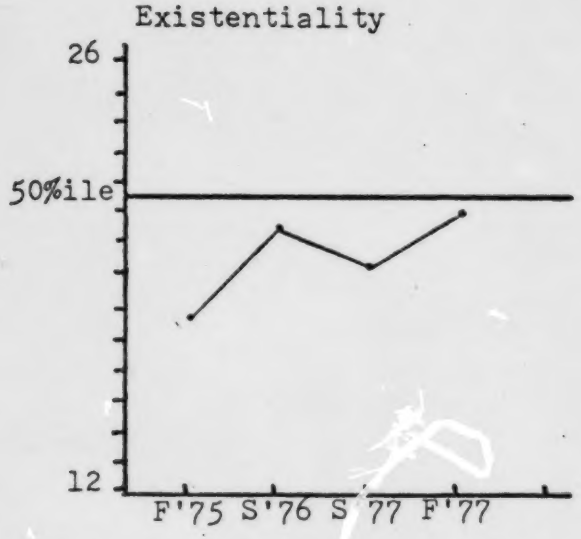


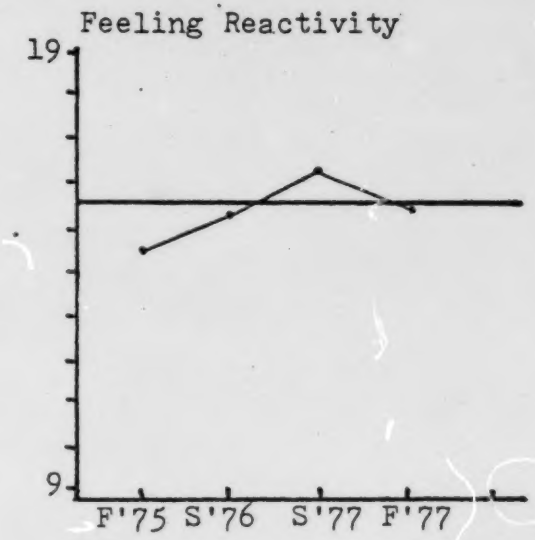
Personal Orientation Inventory (POI) Profiles for the Class of 1981
on Each of 12 Scales by Date of Test Administration

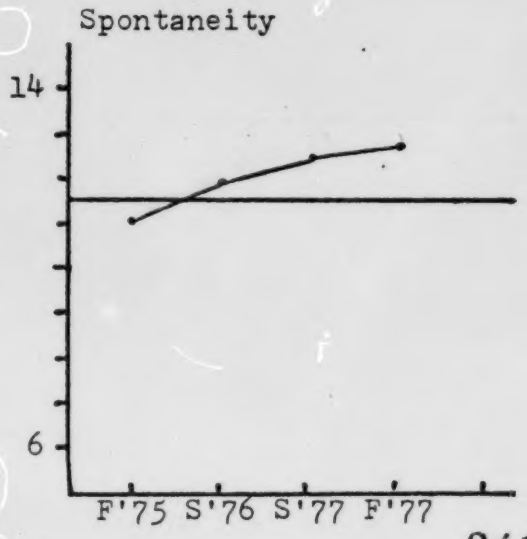




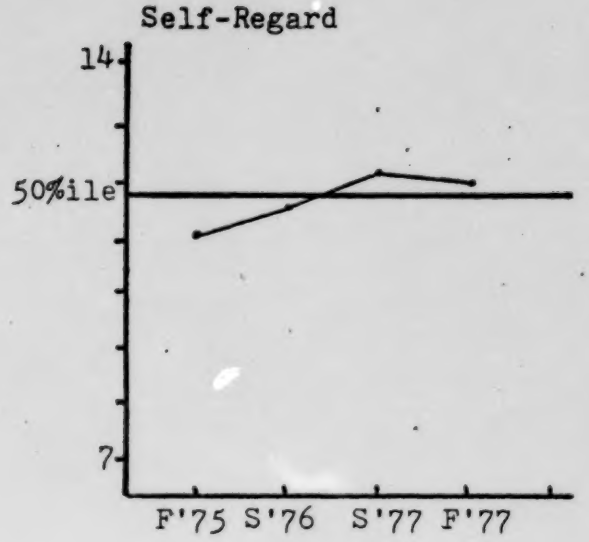


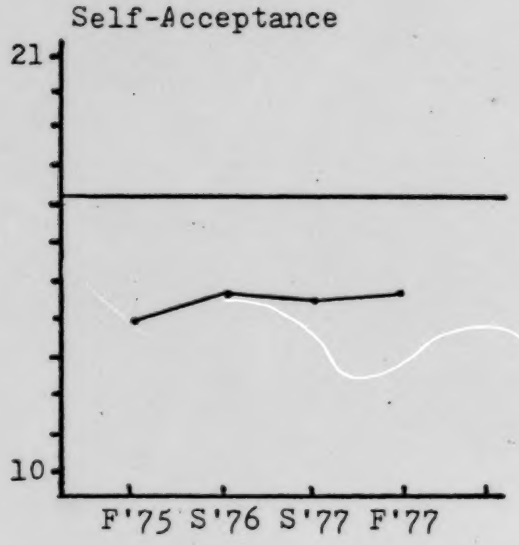


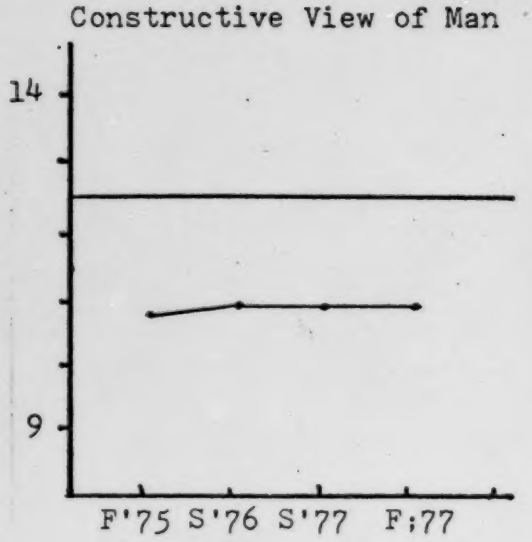


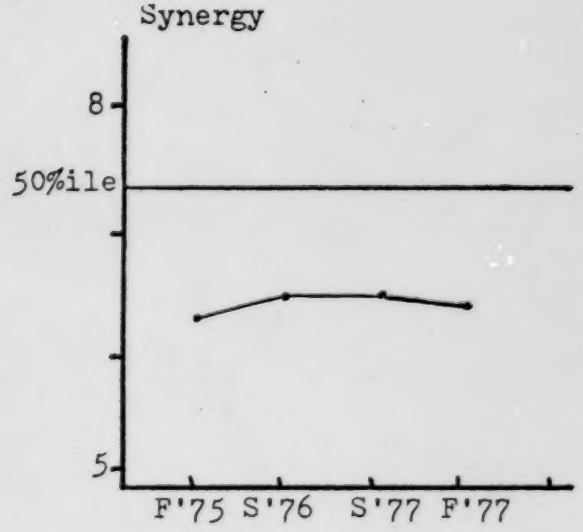


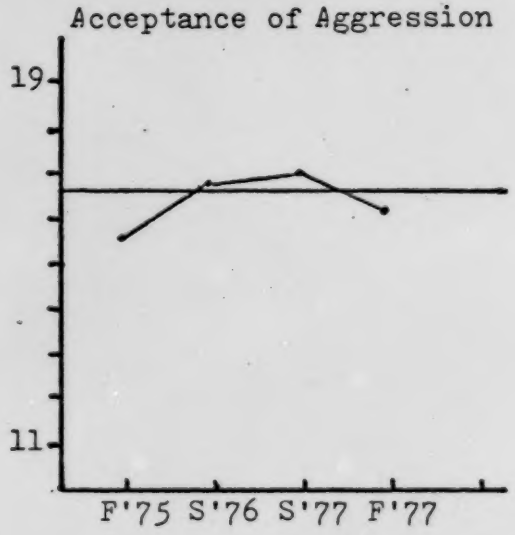
Personal Orientation Inventory (POI) Profiles for the Class of 1981
on Each of 12 Scales by Date of Test Administration

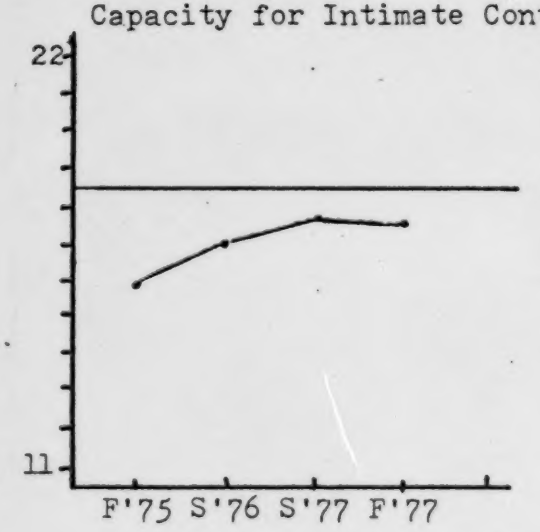




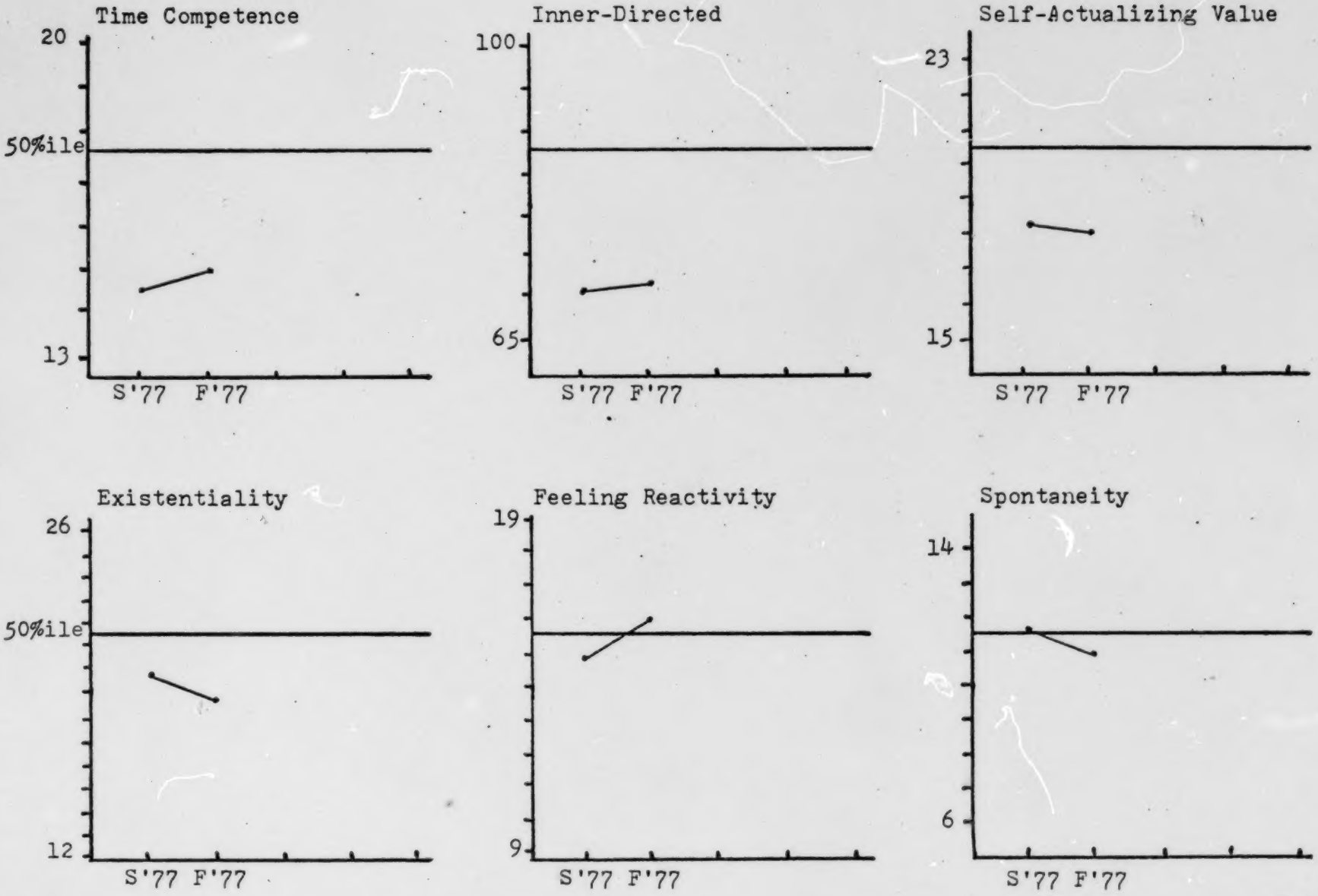




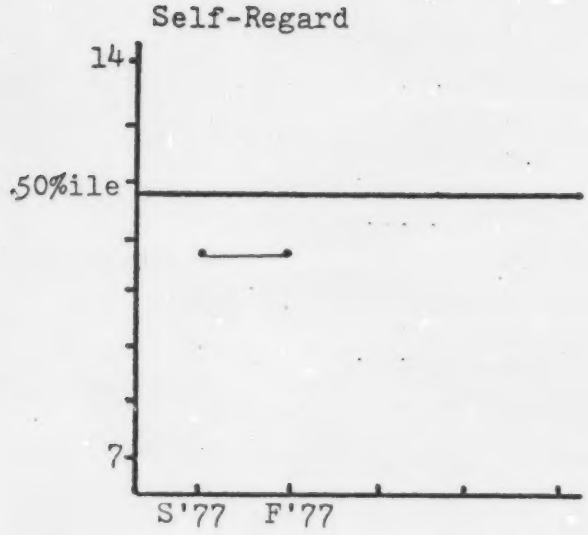


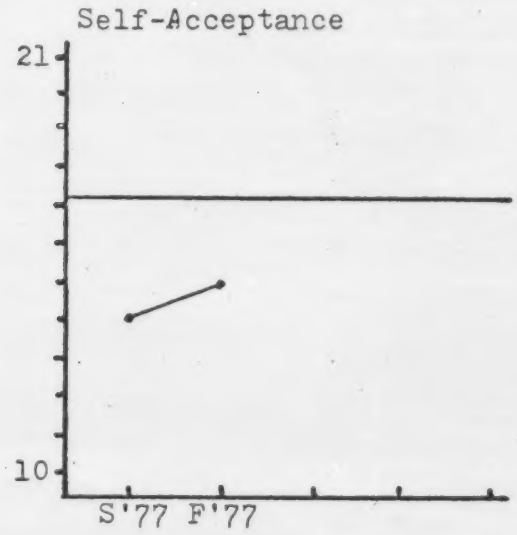


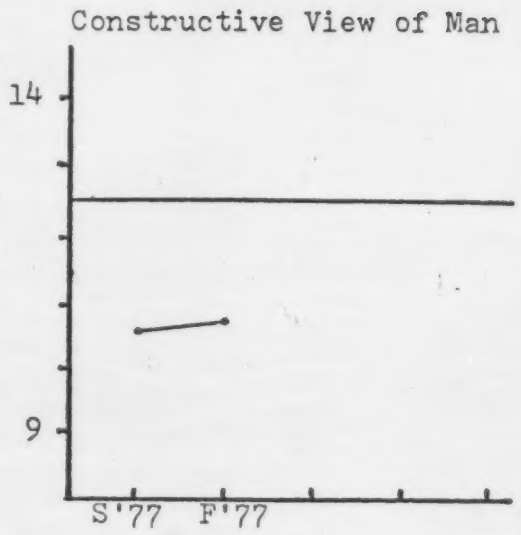
on Each of 12 Scales by Date of Test Administration



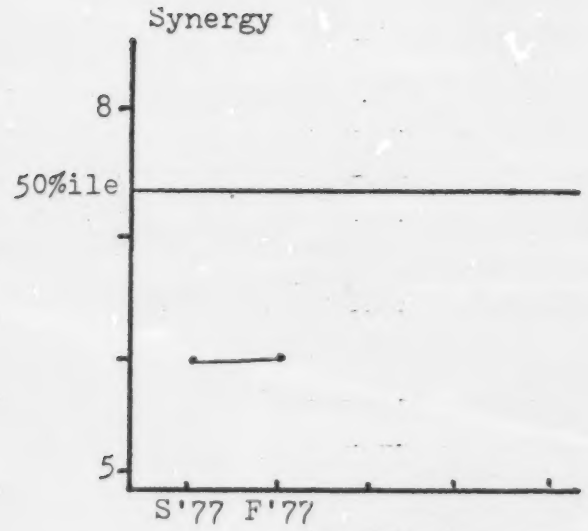
Personal Orientation Inventory (POI) Profile for the Class of 1982
on Each of 12 Scales by Date of Test Administration

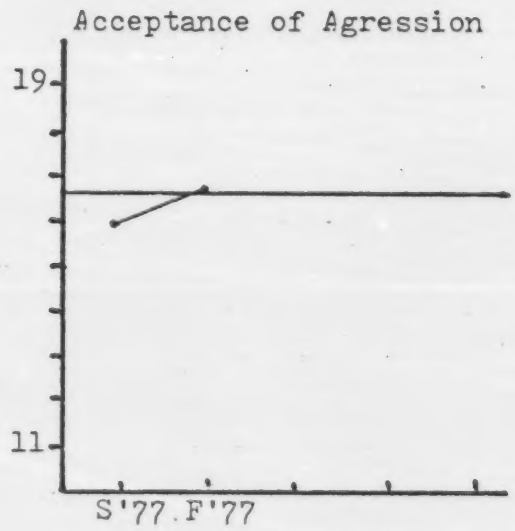


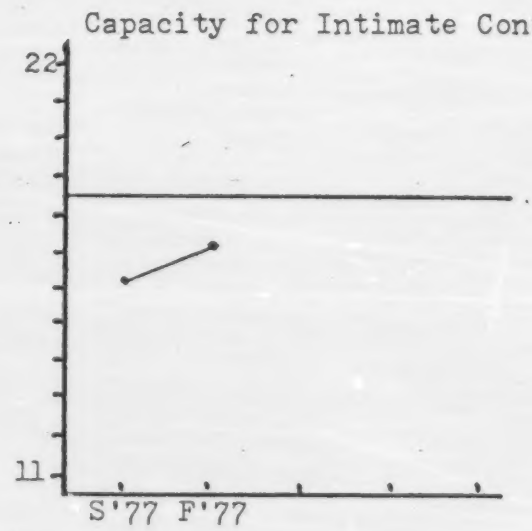




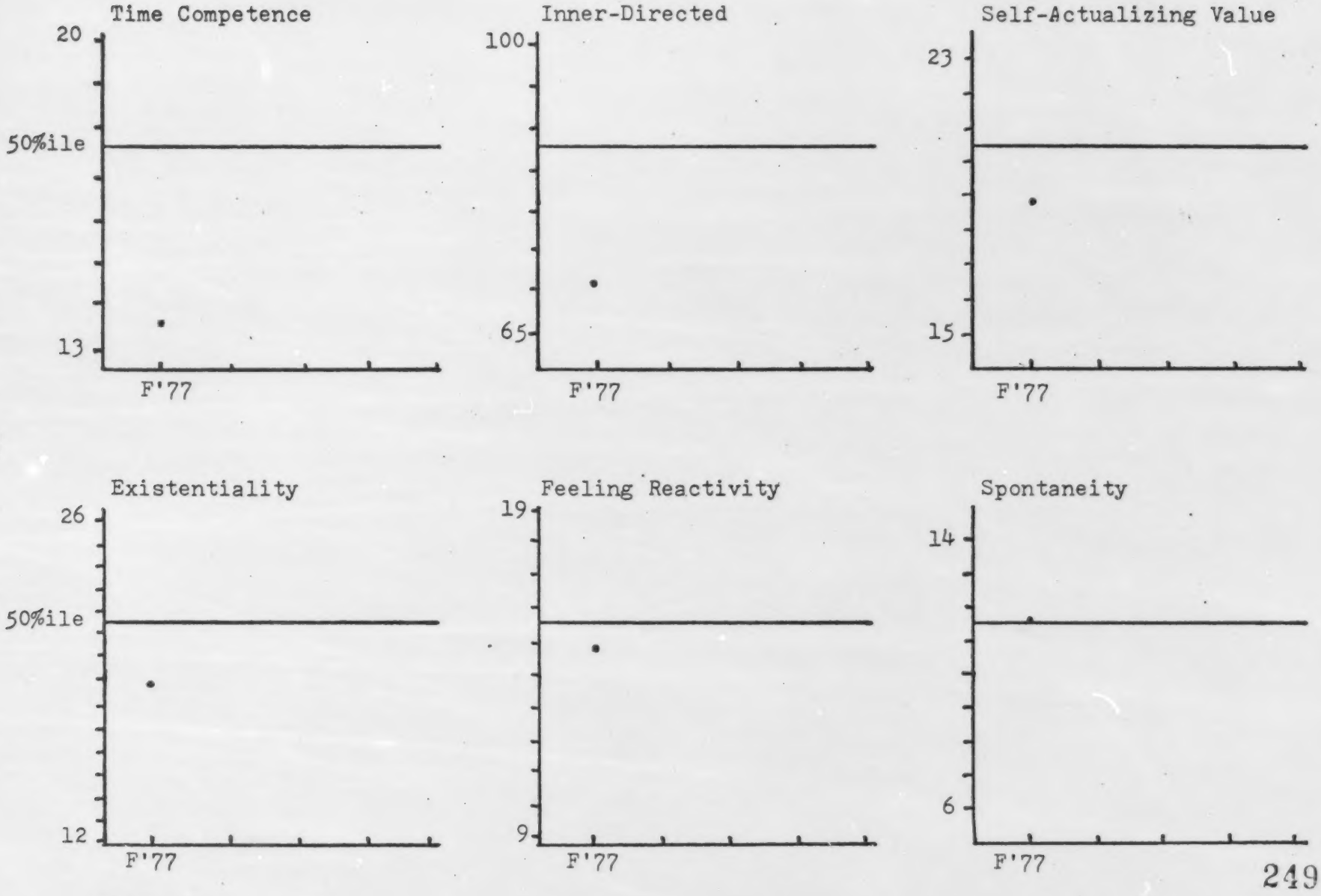
10



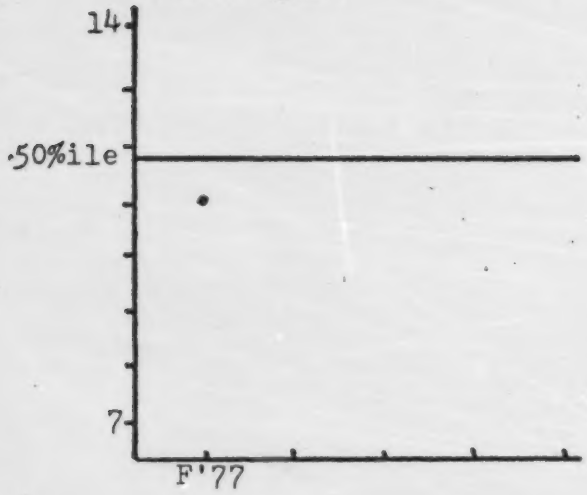


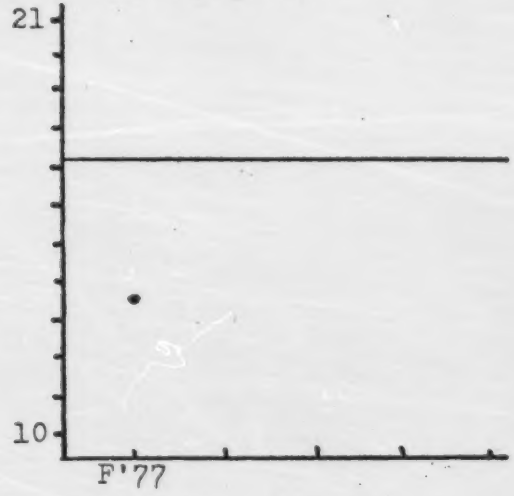


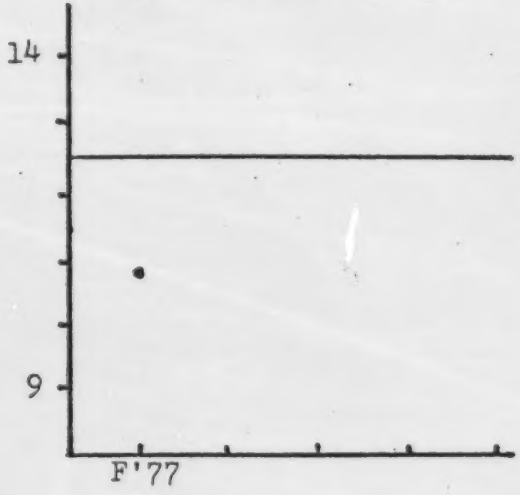
Personal Orientation Inventory (POI) Profiles for the Class of 1983
on Each of 12 Scales by Date of Test Administration



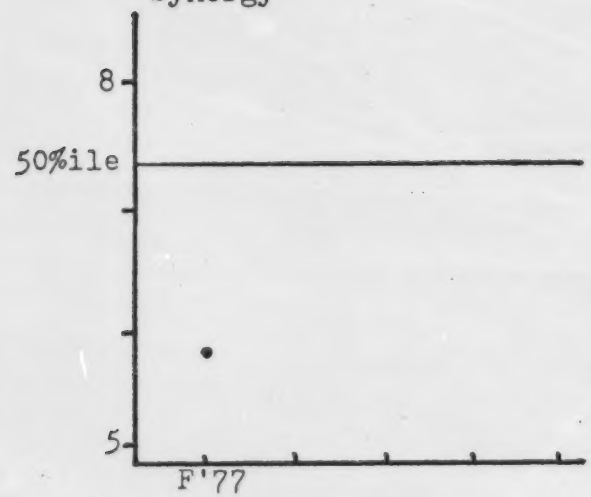
Personal Orientation Inventory (POI) Profiles for the Class of 1983
on Each of 12 Scales by Date of Test Administration

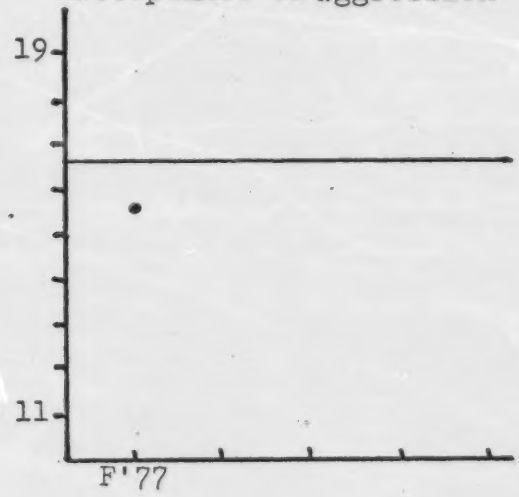


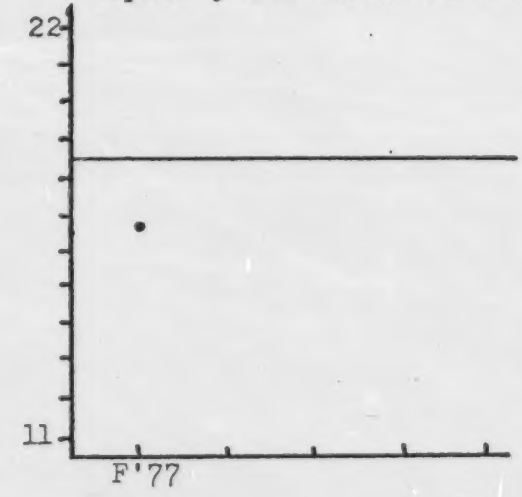




12







Introduction

The Rokeach Value Scales (RVS) consists of 18 Instrumental value statements (RVS-I) and 18 Terminal value statements (RVS-T). The respondent ranks each set of statements according to her/his own value preferences.

The MRC philosophy and goals are infused with the notion of developing value-oriented persons. The Guidelines call for cultivating "in students and faculty a spirit of compassion, attentiveness to authentic needs of others and oneself, curiosity, ordered inquiry, creativity, critical judgment..." and so on. (Carnegie Proposal, p. 96). The Rokeach Value Scales provide a measure of the relative strength of these and/or related values in a person's value system.

Respondent Groups

To date, data are available from the following random student samples:

1. First year students in the fall of 1976
2. First year students in the spring of 1977
3. Second year students in the spring of 1977
4. Third year students in the spring of 1977
5. First year students in the fall of 1977
6. Second year students in the fall of 1977
7. Third year students in the fall of 1977
8. Fourth year students in the fall of 1977

In addition, data regarding the "Ideal MRC Graduate" and on Form I Faculty values were gathered from Form I faculty in the fall of 1976 and are included in this report.

Data Analysis

Respondents rank ordered, from high to low, each of the 18 value statements for both the Instrumental and Terminal value sets. Ranks of 1 through 18 were assigned to each respondent's ordered sets of values. For each sample group,

the average ranking assigned to each value statement was then computed. These averages were then rank ordered to provide the hierarchy of values characteristic of each respondent group. The Tables presented in the Results section list the values for the various respondent groups accordingly.

The following questions may be addressed with the values data gathered to date:

1. What hierarchy of values is characteristic of MRC students?
2. What hierarchy of values is characteristic of MRC faculty (Form I)?
3. What hierarchy of values is projected by the MRC faculty (Form I) as being desirable in the MRC graduate?
4. In what ways is the hierarchy of values projected for the Ideal MRC Graduate similar to, and/or different from, that held by the faculty themselves?
5. Are there systematic changes over time discernible in the hierarchy of student values?
6. To what extent do any such changes represent value shifts in the direction of the Ideal MRC Graduate? The MRC faculty?
7. To what extent can any observed changes in the hierarchy of student values be attributed to the MRC program?

Results

Instrumental Values

Table 1 presents the value hierarchies projected by Form I faculty for the Ideal MRC Graduate and for the faculty themselves. The results may be summarized as follows:

1. Three values were in the top four in each set. These were "Courageous," "Honest," and "Responsible."
2. The five values ranked lowest by the faculty for themselves were also projected as the five lowest for the Ideal MRC Graduate.

("Clean," "Polite," "Obedient," "Ambitious," and "Self-controlled").

3. "Loving," ranked as the highest value by the faculty for themselves, was projected as seventh for the Ideal MRC Graduate. "Forgiving," "Helpful," and "Cheerful" were also ranked higher for Self than for the Ideal MRC Graduate.
4. "Imaginative," "Capable," Intellectual," and "Logical" appeared somewhat higher for the Ideal MRC Graduate than for Self.

Thus there was considerable congruence between the Instrumental values projected for the Ideal Graduate and those held by the faculty for themselves. (It may be recalled that random sets of different faculty provided the data for the Ideal Graduate and for Self.) There were differences, however. The more "hard-nosed," intellectual values were ranked higher for the Ideal Graduate while the "softer," more personable or social values received relatively higher rankings by the faculty for themselves.

Table 2 presents the results for the eight student samples. The major features of the results may be summarized as follows:

1. With the exception of 4th year students, each student group ranked "Responsible," "Loving," and "Honest" as their three highest values. Fourth year students ranked "Forgiving" in place of "Responsible" among their top three. The high rankings of "Honest" and "Responsible" correspond to the faculty projections of the Ideal Graduate. However, students ranked "Loving" higher, and "Courageous" lower, than projected for the Ideal Graduate.
2. Those values that students ranked lower than what was projected for the Ideal Graduate were "Courageous," "Imaginative," "Broadminded," "Capable," "Intellectual," and "Logical."
3. Those values that students generally ranked higher than projected for the Ideal Graduate were "Loving," "Ambitious," "Forgiving," and "Independent."

4. "Clean," "Obedient," and "Polite" were ranked at or near the bottom by all respondent groups.

5. The student rankings show a slightly closer correspondence to the faculty Self rankings than to those projected for the Ideal Graduate. Note that the "softer", more social values mentioned previously were ranked higher by the faculty for themselves than in the projections for the Ideal Graduate. Thus the faculty are more similar to the students in their ranking of the "social" values than in their ranking of the intellectual values.

6. Comparisons among student groups across successive years in the MRC program reveal no strong or consistent patterns of change over time. Rather, what is striking is the highly stable location of the values falling at the low and high ends of the rankings.

Terminal Values

Table 3 presents the value hierarchies projected by Form I faculty for the Ideal MRC Graduate and for the faculty for themselves. The results may be summarized as follows:

1. The four highest ranked values were the same in each set: "Wisdom," "Inner Harmony," "Freedom," and "Self-Respect." Note also that the five lowest ranked values were the same in each set.

2. The only relatively large discrepancy between the values projected for the Ideal Graduate and Self values was for "Mature Love" which was ranked higher by the faculty for themselves than for the Ideal Graduate.

Overall, there was a greater correspondence between faculty Self rankings and projections for the Ideal Graduate for the Terminal values than for the Instrumental values.

Table 4 presents the results for the eight student samples. The results may be summarized as follows:

1. "Freedom" and "True Friendship" were in the top three positions in all student samples. "National Security" and "Social Recognition" were ranked consistently near the bottom.
2. "Inner Harmony" and, to some extent, "Self Respect" move up in the rankings across successive student years. In so doing they show an increasing correspondence with both the faculty Self values and with the projections for the Ideal Graduate.

MATTEO RICCI COLLEGE

RANK ORDERING OF ROKEACH INSTRUMENTAL VALUES

	'IDEAL MRC GRADUATE'	FORM I FACULTY
1	COURAGEOUS	LOVING
2	HONEST	COURAGEOUS
3	RESPONSIBLE	RESPONSIBLE
4	BROADMINDED	HONEST
5	IMAGINATIVE	FORGIVING
6	INTELLECTUAL	HELPFUL
7	LOVING	BROADMINDED
8	CAPABLE	CHEERFUL
9	LOGICAL	IMAGINATIVE
10	HELPFUL	INTELLECTUAL
11	INDEPENDENT	INDEPENDENT
12	CHEERFUL	CAPABLE
13	FORGIVING	LOGICAL
14	SELF-CONTROL'D	SELF-CONTROL'D
15	AMBITIOUS	AMBITIOUS
16	POLITE	OBEDIENT
17	OBEDIENT	POLITE
18	CLEAN	CLEAN

Table 2

MATTEO RICCI COLLEGE

RANK ORDERING OF ROKEACH INSTRUMENTAL VALUES

	1st Yr. Sts. Fall '76	1st Yr. Sts. Spring '77	2nd Yr. Sts. Spring '77	3rd Yr. Sts. Spring '77
1	RESPONSIBLE	LOVING	LOVING	LOVING
2	HONEST	RESPONSIBLE	RESPONSIBLE	HONEST
3	LOVING	HONEST	HONEST	RESPONSIBLE
4	FORGIVING	INDEPENDENT	INDEPENDENT	INDEPENDENT
5	BROADMINDED	FORGIVING	AMBITIOUS	HELPFUL
6	COURAGEOUS	BROADMINDED	COURAGEOUS	AMBITIOUS
7	INDEPENDENT	SELF-CONTROL'D	IMAGINATIVE	FORGIVING
8	AMBITIOUS	AMBITIOUS	INTELLECTUAL	BROADMINDED
9	HELPFUL	HELPFUL	FORGIVING	IMAGINATIVE
10	INTELLECTUAL	COURAGEOUS	HELPFUL	INTELLECTUAL
11	CHEERFUL	CHEERFUL	BROADMINDED	CAPABLE
12	IMAGINATIVE	IMAGINATIVE	SELF-CONTROL'D	SELF-CONTROL'D
13	CAPABLE	POLITE	CHEERFUL	POLITE
14	SELF-CONTROL'D	CAPABLE	POLITE	COURAGEOUS
15	LOGICAL	LOGICAL	CAPABLE	CHEERFUL
16	OBEDIENT	INTELLECTUAL	LOGICAL	LOGICAL
17	POLITE	OBEDIENT	CLEAN	CLEAN
18	CLEAN	CLEAN	OBEDIENT	OBEDIENT

(continued)

MATTEO RICCI COLLEGE

RANK ORDERING OF ROKEACH INSTRUMENTAL VALUES

	1st Yr. Sts. Fall '77	2nd Yr. Sts. Fall '77	3rd Yr. Sts. Fall '77	4th Yr. Sts. Fall '77
1	HONEST	HONEST	RESPONSIBLE	HONEST
2	RESPONSIBLE	RESPONSIBLE	HONEST	LOVING
3	LOVING	LOVING	LOVING	FORGIVING
4	INDEPENDENT	FORGIVING	AMBITIOUS	COURAGEOUS
5	SELF-CONTROL'D	INDEPENDENT	INDEPENDENT	RESPONSIBLE
6	AMBITIOUS	AMBITIOUS	BROADMINDED	HELPFUL
7	BROADMINDED	HELPFUL	FORGIVING	BROADMINDED
8	FORGIVING	COURAGEOUS	CHEERFUL	INDEPENDENT
9	HELPFUL	SELF-CONTROL'D	HELPFUL	INTELLECTUAL
10	IMAGINATIVE	INTELLECTUAL	COURAGEOUS	AMBITIOUS
11	POLITE	BROADMINDED	CAPABLE	SELF-CONTROL'D
12	CHEERFUL	CAPABLE	SELF-CONTROL'D	CHEERFUL
13	INTELLECTUAL	LOGICAL	POLITE	IMAGINATIVE
14	CLEAN	IMAGINATIVE	IMAGINATIVE	CAPABLE
15	COURAGEOUS	POLITE	INTELLECTUAL	LOGICAL
16	CAPABLE	CHEERFUL	LOGICAL	POLITE
17	OBEDIENT	CLEAN	CLEAN	OBEDIENT
18	LOGICAL	OBEDIENT	OBEDIENT	CLEAN

Table 3

MATTEO RICCI COLLEGE

RANK ORDERING OF ROKEACH TERMINAL VALUES

	'IDEAL MRC GRADUATE'	FORM I FACULTY
1	WISDOM	WISDOM
2	INNER HARMONY	INNER HARMONY
3	FREEDOM	FREEDOM
4	SELF-RESPECT	SELF-RESPECT
5	TRUE FRIENDSHIP	MATURE LOVE
6	HAPPINESS	TRUE FRIENDSHIP
7	FAMILY SECURITY	FAMILY SECURITY
8	EQUALITY	EQUALITY
9	SENSE OF ACCOMP.	HAPPINESS
10	SALVATION	SALVATION
11	WORLD OF BEAUTY	SENSE OF ACCOMP.
12	MATURE LOVE	WORLD AT PEACE
13	WORLD AT PEACE	WORLD OF BEAUTY
14	EXCITING LIFE	EXCITING LIFE
15	SOCIAL RECOG.	SOCIAL RECOG.
16	PLEASURE	PLEASURE
17	NAT'L SECURITY	NAT'L SECURITY
18	COMFORTABLE LIFE	COMFORTABLE LIFE

Table 4

MATTEO RICCI COLLEGE

RANK ORDERING OF ROKEACH TERMINAL VALUES

	1st Yr. Sts. Fall '76	1st Yr. Sts. Spring '77	2nd Yr. Sts. Spring '77	3rd Yr. Sts. Spring '77
1	FREEDOM	FREEDOM	FREEDOM	FREEDOM
2	TRUE FRIENDSHIP	TRUE FRIENDSHIP	TRUE FRIENDSHIP	TRUE FRIENDSHIP
3	HAPPINESS	HAPPINESS	HAPPINESS	INNER HARMONY
4	WISDOM	WORLD AT PEACE	WISDOM	SELF-RESPECT
5	WORLD AT PEACE	SELF-RESPECT	SELF-RESPECT	WORLD AT PEACE
6	MATURE LOVE	WISDOM	MATURE LOVE	HAPPINESS
7	EXCITING LIFE	MATURE LOVE	SENSE OF ACCOMP.	MATURE LOVE
8	EQUALITY	EXCITING LIFE	INNER HARMONY	FAMILY SECURITY
9	SELF-RESPECT	EQUALITY	COMFORTABLE LIFE	WISDOM
10	FAMILY SECURITY	FAMILY SECURITY	WORLD AT PEACE	COMFORTABLE LIFE
11	SALVATION	SENSE OF ACCOMP.	EXCITING LIFE	EXCITING LIFE
12	INNER HARMONY	INNER HARMONY	FAMILY SECURITY	SENSE OF ACCOMP.
13	SENSE OF ACCOMP.	PLEASURE	PLEASURE	EQUALITY
14	PLEASURE	WORLD OF BEAUTY	EQUALITY	PLEASURE
15	COMFORTABLE LIFE	COMFORTABLE LIFE	SOCIAL RECOG.	SALVATION
16	WORLD OF BEAUTY	SOCIAL RECOG.	WORLD OF BEAUTY	WORLD OF BEAUTY
17	SOCIAL RECOG.	SALVATION	SALVATION	NAT'L SECURITY
18	NAT'L SECURITY	NAT'L SECURITY	NAT'L SECURITY	SOCIAL RECOG.

Table 4
(continued)

MATTEO RICCI COLLEGE

RANK ORDERING OF ROKEACH TERMINAL VALUES

	1st Yr. Sts. Fall '77	2nd Yr. Sts. Fall '77	3rd Yr. Sts. Fall '77	4th Yr. Sts. Fall '77
1	FREEDOM	FREEDOM	FREEDOM	FREEDOM
2	TRUE FRIENDSHIP	SELF-RESPECT	TRUE FRIENDSHIP	TRUE FRIENDSHIP
3	HAPPINESS	TRUE FRIENDSHIP	HAPPINESS	SELF-RESPECT
4	FAMILY SECURITY	WISDOM	SELF-RESPECT	INNER HARMONY
5	WORLD AT PEACE	HAPPINESS	WISDOM	WISDOM
6	SELF-RESPECT	FAMILY SECURITY	INNER HARMONY	HAPPINESS
7	EQUALITY	SENSE OF ACCOMP.	MATURE LOVE	SENSE OF ACCOMP.
8	EXCITING LIFE	INNER HARMONY	FAMILY SECURITY	MATURE LOVE
9	WISDOM	WORLD AT PEACE	EXCITING LIFE	WORLD AT PEACE
10	INNER HARMONY	EXCITING LIFE	SENSE OF ACCOMP.	EXCITING LIFE
11	MATURE LOVE	WORLD OF BEAUTY	EQUALITY	FAMILY SECURITY
12	WORLD OF BEAUTY	SALVATION	WORLD AT PEACE	EQUALITY
13	PLEASURE	COMFORTABLE LIFE	PLEASURE	PLEASURE
14	SENSE OF ACCOMP.	MATURE LOVE	COMFORTABLE LIFE	SALVATION
15	COMFORTABLE LIFE	EQUALITY	SALVATION	WORLD OF BEAUTY
16	SALVATION	PLEASURE	WORLD OF BEAUTY	COMFORTABLE LIFE
17	SOCIAL RECOG.	SOCIAL RECOG.	SOCIAL RECOG.	SOCIAL RECOG.
18	NAT'L SECURITY	NAT'L SECURITY	NAT'L SECURITY	NAT'L SECURITY

RELIGIOUS BELIEFS AND PRACTICES QUESTIONNAIRE

Introduction

In Spring, 1977 a rather lengthy instrument (40 items with 2 responses for each item) was designed and used to measure student dispositions with respect to certain religious beliefs and practices.[1] The questionnaire asked students to indicate the extent to which they accepted or rejected certain religious-related propositions, the frequency with which they engaged in certain religious-related activities, and the reasons for each belief position and activity. Our experience with the questionnaire indicated it needed to be revised for the following reasons:

1. The belief and practices items worked well but the "reasons for" items did not. The primary problem was the difficulty students had with the pre-selected alternative response categories. Having students give "reasons" for each belief and practice item also seemed unnecessary and contributed to making the questionnaire far too lengthy.

2. Inter-item correlations showed extensive overlap among the items and suggested that fewer items could generate a satisfactory profile of student dispositions.

Highly redundant items were eliminated from the questionnaire. Items for inclusion in a revised instrument were randomly selected from the remaining set of items and items providing "reasons" for believing and practicing were eliminated. The revised instrument, called "Questionnaire about Religious Beliefs and Practices" (RBP) (Attachment 1) was used in Fall 1977 and provided data on the following:

1. Religious self-identification.
2. The degree of acceptance or rejection of 10 religious belief statements, some of which were Catholic and some not specifically Catholic in nature.
3. The frequency of engaging in each of 7 stated religious practices.

---

[1] For a full report on the Religious Disposition Inventory (RDI) see Documentation on the 1976-77 Evaluation Products and Activities, Section III, Report #4.

Respondents

The data presented here were gathered in Fall, 1977, from random samples of first, second, third, and fourth year students.

Results

Religious Self-Identification

How do students identify themselves, religiously? Table 1 presents, by year in school, the percentages of students who selected each of six categories of religious identification. Only three of the six categories were prevalently used. Overall, 45% of the students identified themselves as "Roman Catholic," 30% as "Christian within an organized church," and 16% as "Christian without an organized church."

There appeared to be some differences among the four years of students. For example, "Christian without an organized church" was selected increasingly with each successive student group. In contrast, "Christian within an organized church" showed, with the exception of the third year sample, a downward trend. The proportion of students identifying themselves as "Roman Catholic" was fairly stable across the four student groups except for the second year sample which showed a relatively very high proportion (71%). In last spring's sample of this same class, 46% identified themselves as "Roman Catholic." While this is still higher than the proportions in any of the other three classes, it does suggest that the 71% figure found in the present sample is higher than that for the class as a whole. The relatively large proportion of "Roman Catholics" in the second year sample may be helpful in understanding certain patterns of results in the remaining tables.

Religious Beliefs

To what extent do students hold or reject religious beliefs as represented in the 10 belief statements? Does the answer to this question vary among the

four student groups? Is there a difference in the extent of acceptance of statements that refer to "transcendental" questions as compared to those that refer to religious-related behavior?

The results for each of the 10 belief statements are presented in Table 2. There was considerable variation among the 10 statements in the extent to which they were accepted by students. Ninety-two percent of the students accepted, to some degree, statement No. 5, (I have a responsibility to help others). At the other extreme, only 22% of the students reported some degree of acceptance of statement No. 4 (Birth control by artificial means is morally wrong). This was followed closely by statement No. 3 (Only men should be ordained to the priesthood) with only 23.8% accepting.

With the exception of statement No. 5, "transcendental" statements were clearly more widely accepted than were the "behavior" statements.

While the four student samples represent each of four successive years in school, it should be kept in mind that the samples are cross-sectional rather than longitudinal. Consequently, differences across the four years must be interpreted cautiously in terms of evidence of developmental growth or MRC impact. No consistent or strong trend of differences across the four student groups is discernible. The second year sample generally stands out as showing the greatest extent of acceptance of the 10 statements. As noted previously, this group also contained a markedly higher proportion of students who identified themselves as "Roman Catholic." Averaged across the 10 statements, the percentages of students in years 1 through 4 who expressed some degree of acceptance of the statements was 51, 64, 50 and 47, respectively.

With the exception of the second year, there appears to be a negligible downward trend. This trend might be considered more significant if we take into account the relative proportion of students in each of the four groups identifying themselves as "Roman Catholic." Those percentages for the four student groups,

years 1 through 4 respectively, were 35, 71, 38, and 41. That is, with the exception of year two there is an increasing proportion of Roman Catholics in the successive year samples. Thus two factors may be working at cross-purposes in producing the results on acceptance of the belief statements across the four years:

1. The increasing proportion of Catholics in the successive year samples has the effect of <u>increasing</u> the extent of acceptance of the belief statements.
2. Successive years in school are associated with a <u>decreasing</u> acceptance of the belief statements, as evidenced by the slight downward trend.

It would probably be safe to conclude that the observed downward trend would be more pronounced if the proportion of Catholics in the successive year samples were constant.

<u>Religious Practices</u>

To what extent do students engage in "religious practices" as represented in the seven religious practices statements?

The religious practices reported as most frequently engaged in were church attendance (item 7) and receiving Holy Communion (item 3). However, a substantial proportion of students report that they never engage in either of these activities (19 and 17 percent respectively). The behavior reported as engaged in least frequently were scripture reading (item 1) and going to confession (item 5). Fifty-four and 52 percent of the students respectively reported that they never engage in these activities.

Several items showed a somewhat bimodal distribution (see items 2, 3, 4, and 7). This suggests that a sizable portion of the student population tends to fall into two groups ("religious" and "non-religious") and that these items discriminate between them.

There was no consistent pattern of differences across the four groups

that would be suggestive of a developmental trend.

As with the belief statements, the most prominent feature of the results, in comparing the four groups, was the relatively high frequency of occurrence of most of the behaviors by the second year sample. Again, this can be attributed most reasonably to the relatively high proportion of Catholics in this sample.

Summary and Conclusions

The Religious Beliefs and Practices questionnaire was administered to samples of all four MRC student groups in the fall of 1977. The results provide an index of the extent to which MRC students hold or reject certain religious beliefs and the extent to which students engage in certain religious practices. Patterns of differences across the four student groups can be suggestive of developmental trends and/or of the accumulated impact of life experiences, including those occurring within the MRC program. However, since the samples are cross-sectional such differences may also be due to other factors unrelated to amount of exposure to the MRC program.

The major findings may be summarized as follows:

1. Only three of the six religious identification categories were prevalently selected. The most frequently selected category was "Roman Catholic," followed by "Christian within an organized church" and "Christian without an organized church."
2. Differences among the four student groups suggest there may be a trend for increasing proportions of students to identify themselves as "Christians without an organized church" as they move through the program. Those increasing numbers appear to come primarily from those who previously identified themselves as "Christian within an organized church."
3. The proportion of students who identified themselves as "Roman Catholic" was fairly constant for the four student groups except for the inordinantly high proportion of such students in the second year group.

4. Approximately ten percent of the students identified themselves as either "Nonchristian believer," "Agnostic," or "Atheist."

5. There was a fairly wide range of differences among the students in their degree of acceptance of the belief statements. Although it clearly depends upon the particular statements, use of the present sample of belief statements suggests that students are more likely to accept statements regarding "transcendental" matters than they are statements involving behavior.

6. There was evidence of a slight downward trend in acceptance of the belief statements across the four student groups, years 1-4.

7. As with the belief statements, students varied considerably in their responses to the religious practices statements. A number of the items tended toward a bimodal distribution. No consistent trends across the four years were observed.

8. Students who identified themselves as "Roman Catholic" were more likely to accept both the religious beliefs and religious practices statements than were other students. This accounts for the relatively high proportions of acceptance of most of the statements by the second year sample.

TABLE 1

Percentages of MRC Students Choosing Religious Identification by Year in School (Random sample of 1st, 2nd, 3rd and 4th year students, Fall 1977)

Religious Identification	No. of Students	1	2	3	4	Total
Christian without an organized church	19	10.9	14.3	17.5	23.5	16
Non-Christian believer	3	4.3	0.0	0.0	5.9	3
Roman Catholic	53	34.8	71.4	37.5	41.2	45
Agnostic	5	6.5	0.0	5.0	0.0	4
Christian within an organized church	36	41.3	14.3	30.0	11.8	30
Atheist	3	2.2	0.0	5.0	0.0	3
Totals	119	46	21	38	14	

TABLE 2

Percentages of MRC Students Accepting-Rejecting Religious Belief Statements by Year in choo
(Random Sample of 1st, 2nd, 3rd, and 4th year students, Fall, 1977)

Statement 1. The Roman Catholic Church is the fullest expression of the Church founded by Jesus Christ.

Year in School	No. of Students	Accept				Reject
		1	2	3	4	5
1	46	6.5	39.1	39.1	10.9	4.4
2	21	33.3	33.3	28.6	4.8	0.0
3	40	5.0	35.0	35.0	15.0	10.0
4	19	15.8	36.8	26.3	10.5	10.5
Total	126	11.9	36.5	34.1	11.1	6.4

Statement 2. Priests should be celibate.

Year in School	No. of Students	Accept				Reject
		1	2	3	4	5
1	46	17.8	20.0	24.4	15.6	22.2
2	21	19.1	4.8	42.9	28.6	4.8
3	40	5.1	18.0	41.0	23.1	12.8
4	19	11.1	16.7	50.0	11.1	11.1
Total	126	13.0	16.3	36.6	19.5	14.6

Statement 3. Only men should be ordained to the priesthood.

Year in School	No. of Students	Accept				Reject
		1	2	3	4	5
1	46	6.5	15.2	15.2	23.9	39.1
2	21	19.0	19.0	19.0	23.8	19.0
3	40	15.0	5.0	22.5	27.5	30.0
4	19	10.5	10.5	10.5	21.0	47.7
Total	126	11.9	11.9	17.5	24.6	34.1

TABLE 2 (Continued)

ercentages of MRC Students Accepting-Rejecting Religious Belief Statements by Year in School
,Random Sample of 1st, 2nd, 3rd, and 4th year students, Fall, 1977)

Statement 4. Birth control by artificial means is morally wrong.

Year in School	No. of Students	Accept				Reject
		1	2	3	4	5
1	46	6.5	10.9	17.4	28.3	37.0
2	21	9.5	33.3	0.0	33.3	23.8
3	40	5.0	10.0	20.0	32.5	32.5
4	19	10.5	15.8	15.8	15.8	42.1
Total	126	7.1	15.1	15.1	28.6	34.1

Statement 5. I have a responsibility to help others.

Year in School	No. of Students	Accept				Reject
		1	2	3	4	5
1	46	52.2	39.1	8.7	0.0	0.0
2	21	57.1	33.3	4.8	4.8	0.0
3	40	27.5	70.0	2.5	0.0	0.0
4	19	47.4	36.8	10.5	0.0	5.3
Total	126	44.4	47.6	6.4	0.8	0.8

Statement 6. God forgives my sins.

Year in School	No. of Students	Accept				Reject
		1	2	3	4	5
1	46	57.4	23.4	12.8	4.3	0.0
2	21	42.9	47.6	9.5	0.0	0.0
3	40	50.0	30.0	17.5	2.5	0.0
4	19	36.8	26.3	31.6	0.0	5.3
Total	126	49.6	29.9	16.5	2.4	0.8

TABLE 2 (Continued)

Percentages of MRC Students Accepting-Rejecting Religious Belief Statements by Year in Schoo
(Random Sample of 1st, 2nd, 3rd, and 4th year students, Fall, 1977)

Statement 7. The Holy Spirit guides the Church.

Year in School	No. of Students	Accept				Reject
		1	2	3	4	5
1	46	28.3	30.4	34.2	4.4	2.2
2	21	38.1	28.6	33.3	0.0	0.0
3	40	12.5	42.5	30.0	15.0	0.0
4	19	26.3	21.0	42.1	5.3	5.3
Total	126	24.6	32.5	34.1	7.1	1.6

Statement 8. Mary, the Mother of Jesus Christ, was born without sin.

Year in School	No. of Students	Accept				Reject
		1	2	3	4	
1	46	26.1	23.9	30.4	10.9	8.7
2	21	52.4	23.8	19.0	0.0	4.8
3	40	17.5	47.5	25.0	5.0	5.0
4	19	21.0	26.3	42.1	5.3	5.3
Total	126	27.1	31.8	28.6	6.4	6.4

Statement 9. The Bible is God's revealed Word.

Year in School	No. of Students	Accept				Reject
		1	2	3	4	5
1	46	25.5	44.7	14.9	10.6	4.3
2	21	28.6	47.6	23.8	0.0	0.0
3	40	17.5	60.0	12.5	10.0	0.0
4	19	26.3	21.0	31.6	21.0	0.0
Total	126	23.6	46.5	18.1	10.2	1.6

TABLE 2 (Continued)

Percentages of MRC Students Accepting-Rejecting Religious Belief Statements by Year in Sc
(Random Sample of 1st, 2nd, 3rd, and 4th year students, Fall, 1977)

Statement 10. Abortion in the case of normal pregnancy is morally wrong.

Year in School	No. of Students	Accept				Reject
		1	2	3	4	5
1	46	25.5	12.8	25.5	10.6	23.4
2	21	42.9	19.0	14.3	14.3	9.5
3	40	30.0	17.5	27.5	12.5	12.5
4	19	36.8	26.3	15.8	10.5	10.5
Total	126	31.5	17.3	22.8	11.8	15.8

TABLE 3

ercentages of MRC Students Showing Frequencies (Almost Daily - Almost Never) of Engaging
Religious Practices by Year in School (Random sample of 1st, 2nd, 3rd and 4th year
tudents, Fall, 1977)

tatement 1. I read the Scriptures

Year in School	No. of Students	Daily				Never
		1	2	3	4	
1	46	0.0	10.9	13.0	6.5	69.6
2	21	4.8	33.3	23.8	14.3	23.8
3	40	5.1	10.3	18.0	20.5	46.1
4	19	5.6	16.7	5.6	5.6	66.7
Total	126	3.2	15.3	15.3	12.1	54.0

TABLE 3 (Continued)

Percentages of MRC Students Showing Frequencies (Almost Daily - Almost Never) of Engaging in Religious Practices by Year in School (Random sample of 1st, 2nd, 3rd and 4th year students, Fall, 1977)

Statement 2. I involve myself in Temple/Synagogue/Church.

Year in School	No. of Students	Daily 1	2	3	4	Never 5
1	46	2.2	41.3	10.9	17.4	28.3
2	21	0.0	57.1	9.5	14.3	19.0
3	40	0.0	35.0	12.5	20.0	32.5
4	19	5.3	31.6	10.5	21.0	31.6
Total	126	1.4	40.5	11.1	18.2	28.6

Statement 3. I receive Holy Communion (Eucharist)

Year in School	No. of Students	Daily 1	2	3	4	Never 5
1	46	4.4	60.9	6.5	10.9	17.4
2	21	4.8	71.4	19.0	0.0	4.8
3	40	2.9	51.4	20.0	5.7	20.0
4	19	5.3	47.4	10.5	10.5	26.3
Total	126	4.1	57.9	13.2	7.4	17.4

Statement 4. I pray or meditate at times other than meals and bedtime.

Year in School	No. of Students	Daily 1	2	3	4	Never 5
1	46	23.9	19.6	10.9	21.7	24.0
2	21	52.4	4.8	14.3	19.0	9.5
3	40	28.6	37.1	8.6	14.3	11.4
4	19	36.8	10.5	0.0	10.5	42.1
Total	126	32.2	20.7	9.1	17.4	20.7

TABLE 3 (Continued)

Percentages of MRC Students Showing Frequencies (Almost Daily - Almost Never) of Engaging in Religious Practices by Year in School (Random sample of 1st, 2nd, 3rd and 4th year students, Fall, 1977)

Statement 5. I go to confession (Sacrament of Reconciliation)

Year in School	No. of Students	Daily 1	2	3	4	Never 5
1	46	0	4.4	17.4	32.6	45.7
2	21	0	4.8	9.5	42.9	42.9
3	40	0	5.9	5.9	26.5	61.8
4	19	0	0.0	5.4	31.6	63.1
Total	126	0	4.2	10.8	32.5	52.5

Statement 6. I make a conscious effort to be aware of the needs of others and to help them.

Year in School	No. of Students	Daily 1	2	3	4	Never 5
1	46	35.6	22.2	22.2	11.1	8.9
2	21	66.7	4.8	19.0	9.5	0.0
3	40	45.7	25.7	20.0	5.7	2.9
4	19	57.9	31.6	0.0	10.5	0.0
Total	126	47.5	21.7	17.5	9.2	4.1

Statement 7. I attend Temple/Synagogue/Church.

Year in School	No. of Students	Daily 1	2	3	4	Never 5
1	46	8.7	63.0	0.0	4.4	23.9
2	21	9.5	71.4	4.8	9.5	4.8
3	40	5.0	60.0	10.0	5.0	20.0
4	19	5.3	57.9	5.3	10.5	21.0
Total	126	7.1	62.7	4.8	6.4	19.0

Questionnaire about Religious Beliefs and Practices

This questionnaire is about religious beliefs and practices. There are no "right" or "wrong" answers such as there are in a math quiz. The questionnaires will be processed by a computer to find the average for the whole group, and so no one will see your individual answers.

For each statement of religious belief listed below please circle one number to show your position on the belief. The numbers mean:

1 = I hold this belief firmly
2 = I generally accept this belief
3 = I don't hold a position on this belief
4 = I generally do not accept this belief
5 = I firmly reject this belief

Sample: God forgives my sins 1 (2) 3 4 5

1. The Roman Catholic Church is the fullest expression of the Church founded by Jesus Christ 1 2 3 4 5
2. Priests should be celibate 1 2 3 4 5
3. Only men should be ordained to the priesthood 1 2 3 4 5
4. Birth control by artificial means is morally wrong 1 2 3 4 5
5. I have a responsibility to help others 1 2 3 4 5
6. God forgives my sins 1 2 3 4 5
7. The Holy Spirit guides the Church 1 2 3 4 5
8. Mary, the Mother of Jesus Christ, was born without sin . . . 1 2 3 4 5
9. The Bible is God's revealed Word 1 2 3 4 5
10. Abortion in the case of normal pregnancy is morally wrong . 1 2 3 4 5

Now, circle one of the following statements of religious practices to show how often you do it.

1 = Almost every day
2 = About once a week
3 = About once a month
4 = Several times a year
5 = Almost never

1. I read the Scriptures 1 2 3 4 5
2. I involve myself in Temple/Synagogue/Church 1 2 3 4 5
3. I receive Holy Communion (Eucharist) 1 2 3 4 5
4. I pray or meditate at times other than meals and bedtime . . 1 2 3 4 5
5. I go to confession (Sacrament of Reconciliation) 1 2 3 4 5
6. I make a conscious effort to be aware of the needs of others and to help them 1 2 3 4 5
7. I attend Temple/Synagogue/Church 1 2 3 4 5

For the following statement select the one response that is most true of you. Write the number of your response on the line at the end of the statement.

At the present time I consider myself ____

1. Christian without an organized church
2. Non-Christian believer
3. Roman Catholic
4. Agnostic
5. Christian within an organized church
6. Atheist

Healy

by Jerry Cobb, S.J.

NJN

Matteo Ricci College, the Oregon Province's newest educational institution, opened its doors on September 2 to 160 first-year and 130 second-year students. The combined high school-college program, jointly sponsored by Seattle University and Seattle Preparatory School, will award Bachelor's degrees to students who have completed six years of integrated study following eighth grade.

Three weeks before the school's opening day, the Carnegie Corporation of New York announced that it had awarded Seattle University a $236,000 grant for the development of the six-year college. The grant money will be allotted over the next three years, with the largest portion--$150,000-- designated for the current school year.

S.U. President Ed Ryan (N.Y.) said, "The Carnegie Corporation recognizes the need to break the lock step in the American educational ladder that has existed for almost 60 years. We are convinced that other foundations and individuals, recognizing the educational expertise and prestige of the Carnegie Corporation, will also contribute substantial funds to our attempt to create the school of the future."

As Matteo Ricci College students arrived on campus, effects of the Carnegie grant were already visible: eight fully funded faculty positions, pottery wheels and kilns for the art department, and a three-day "Action for Excellence" program given to the entire student body and faculty. Funded faculty positions include an Artist in Residence, a Director of Curriculum Development, an educational psychologist, and several instructors.

The six-year college uses the British system of two "forms;"

--more--

the First Form (first three years) will take place at the Seattle Prep campus, and the Second Form will be situated at Seattle University. Students need not complete the entire program within six years, and are free to take "stop-out time" for work experience, travel, or time to reflect on their educational goals. The Acting President of the new college, Fr. Thomas Healy, commented, "Our goal is to introduce students to a life-long education. We challenge young people to examine and experience the basic directions and insights by which persons cope with the present and create the future."

["COLLEGIOS," "OVERNIGHTERS" BUILD COMMUNITY]

The new school emphasized its community dimension by asking all incoming students to participate during the summer in a three day camping trip with 14 other freshmen and two faculty members. Mr. Mike Foy and Fr. Tom Bunnell organized the "overnighter" program with the help of other Jesuits, lay teachers, and Prep upperclassmen. By the summer's end, 93% of the freshmen had participated.

Fr. Healy commented, "We want the overnighter program to continue, because it provides the freshmen with a group of people whom they know before they arrive at school. We did this last year, and the freshmen wer noticeably more at ease." This year's Matteo Ricci freshmen come from 40 different schools in the Seattle area; there are also new students from Greece, France, Japan, China, Mexico, and Germany.

The community-building aspect of academics is brought out in the new program through the use of "collegios." The first year class is divided into Collegio Xavier and Collegio Arrupe, each with 75 students and three faculty members. The collegio occupies three hours of

--more--

the student's in-school time each day, and consists in an interdisciplinary approach to history, religion, and language arts. Classes in psycho-physical development will occur during the collegio twice each week for 90 minutes a class. Math, science, and foreign language classes are taught separately, as are the aesthetic-artistic classes.

The second year collegios have 50 students and two faculty members. Every collegio in both years will also have three Prep upperclassmen to act as teacher's assistants.

Fr. Healy said, "The community dimension of our program is a very high priority, and the collegio structure gives us a chance to have students experience community in a smaller group than the entire student body of 520. With the collegio, students will get an interdisciplinary approach, greater interaction between faculty and student, and an opportunity to help other students. All of which is aimed at building community and a sense of responsibility of one person for the other."

[TWO PROGRAMS OPERATE]

In addition to the 290 Matteo Ricci students, there are also present on the Seattle Prep campus 230 juniors and seniors finishing out their regular, four-year high school program. The first two years of the Matteo Ricci program are fully coeducational (66 first-year and 20 second-year girls); in addition, six girls have transferred into the junior or senior classes. Once the present junior class graduates in 1977 the Seattle Prep campus will be devoted solely to the Matteo Ricci program.

The first three days of school were devoted to a Pacific Institute "Action for Excellence" program, as a way of fostering unity among

--more--

students of the two programs. Fr. Healy explained, "We wanted to begin the year in a way that demonstrated to all the kids that we are one student body and one faculty, and that even though we really have two different programs operating, the community dimension of the new school really has to be the community dimension of the whole school." The Pacific Institute program aimed at teaching students how to set goals for themselves and achieve them, by gaining self-assurance and a sense of one's self-worth. The Carnegie grant provided the $7,500 cost of the program.

[PLANNING CONTINUES]

While students settled into their collegio schedules at Prep, several Jesuits continued their planning for the future of Matteo Ricci College. Fr. John Foster is serving as full time Director of Curriculum Development for the First Form of the college. At Seattle University, Fr. Bill LeRoux is working on the Second Form curriculum, which will receive its first students in 1977.

Matteo Ricci College students in the Second Form will have two-thirds of their courses at Seattle University specifically designed for them. The remaining one-third of their program will be in regular courses with Seattle University students, but will not involve survey or introductory courses. Fr. LeRoux noted, "We hope and expect them to plunge into 300-level courses."

Fr. LeRoux hopes to free some S.U. faculty members to begin working on the Matteo Ricci courses. During the school year 1976-77, S.U. will run some pilot courses with their own students, and then will welcome the Matteo Ricci fourth-year students in the fall of 1977.

--more--

[SCHOOL'S NAMESAKE INSPIRES]

The new six-year school has taken the name of Matteo Ricci, the 16th century Jesuit missionary who travelled to China, adapting his life style first to that of a Buddhist bonze, and then to that of a professional scholar. Fr. Healy noted why Ricci's name was chosen: "We're attempting to use education to bring about a greater recognition of Christian values in the lives of students and the others with whom we work. Matteo Ricci had a very keen sense of the culture into which he came, and he was able to have a tremendous influence on the whole country of China--the influence is still there. And he did it through education."

--30--

After three years of intense planning and preparation, Matteo Ricci College opened its doors on September 2 at the Seattle Prep campus, bolstered by a $236,000 grant from the Carnegie Corporation of New York. As the 160 first-year and 130 second-year students arrived on campus, effects of the grant were already visible: eight fully-funded faculty members, pottery wheels and kilns for the art department, and a three-day "Action for Excellence" program presented to the entire student body and faculty.

Seattle University's President Ed Ryan said, "This Carnegie grant funds our first steps. We are convinced that other foundations and individuals, recognizing the educational expertise and prestige of the Carnegie Corporation, will also contribute substantial funds to our attempt to create the school of the future." Since March of 1974, Seattle Prep and S.U. had been researching and writing the grant. The Carnegie money will be allotted over the next three years, with the largest portion--$150,000--designated for the current year. [See "Carnegie Grant Breakdown" below].

The new six-year school seeks to eliminate the overlap and fragmentation which presently exist between high school and college programs; it will award Bachelor's degrees to students who have completed the six years of integrated study following eighth grade. The first three years of the program will occur on the Seattle Prep campus, and the second three years will take place at Seattle University.

In addition to the 290 Matteo Ricci students, there are also present on the Seattle Prep campus 230 juniors and seniors finishing out their regular, four-year high school program. The first two years of the Matteo Ricci program are fully coeducational (66 first-year and

20 second-year girls); in addition, six girls have transferred into the junior or senior classes. Once the present junior class graduates in 1977 the Seattle Prep campus will be devoted solely to the Matteo Ricci program.

[FACULTY, PHYSICAL PLANT READIED]

With the addition of girls to the student body and special programs to the curriculum, several changes were required in the existing Seattle Prep facilities. Workmen remodelled a basement cafeteria to provide space for a girls' locker room, girls lavatory, and a weight room that will be shared by both girls and boys. Fr. Bob Pospisil readied four basement rooms as art classrooms, and constructed a special facility to house the school's new pottery kilns. In addition, the entire second floor of the Jesuit faculty residence will be devoted to classroom space. Little remodelling will be necessary there, however, since the rooms formerly occupied by Jesuits will be used for small class groups.

The Matteo Ricci administration made special efforts to increase the number of women on the school's faculty. Four new women faculty members have been hired, bringing the total number of women on the staff to eight. Thirteen other laymen and 19 Jesuits round out the faculty and administrative staff. The Carnegie grant will pay the full salaries for the Artist in Residence (Bob Pospisil), the Director of Curriculum Development (John Foster), and five other full time positions.

During the summer the Matteo Ricci faculty members participated in three institutes funded by Carnegie. One week was devoted to a workshop in the educational theory of William Glasser, the author of Schools

--more

Without Failure and Reality Therapy. Acting President Tom Healy commented, "The faculty's response to this institute was very good; they came out of it very excited, very eager, and almost euphoric. It was certainly a good institute to start with."

The Glasser Institute was followed by five day sdevoted to Bernard Lonergan's philosophy of education, as presented by Fr. Jim Riley of Seattle U. The institute was combined with task force work on the curriculum, so that the ~~theory~~ theory under discussion could be applied to practical situations. Fr. Healy noted that "Lonergan's sequence of experience, and reflection on the experience, which ultimately moves to some kind of judgment and then action, is a sequence that is certainly behind the new program."

The final week of faculty preparation dealt with personalized instruction in the classroom, and was presented by representatives of Georgetown University's Center for Personalized Instruction. Teachers in math and foreign languages found the program helpful for establishing personalized learning sequences, but other faculty members had difficulty applying the approach to their particular fields. Furthermore, Fr. Healy explained, "The community dimension of our program is a very high priority, and with personalized instruction the 'community' seemed to be just two people--one student and the instructor he went to see."

["ACTION FOR EXCELLENCE"]

The school year opened with an "Action for Excellence" program for all the faculty and students. The three-days aimed at teaching students how to set goals for themselves and how to achieve these goals, by gaining self-assurance and a sense of one's self-worth. Fr. Healy noted, "We wanted to begin the year in a way that demonstrated to all the kids that we are one student body and one faculty, and that even

though we really have two different programs operating, the community dimension of the new program really has to be the community dimension of the whole school. So we are going to count heavily on the upperclassmen to help build the kind of community that we desire."

[FROSH GO ON "OVERNIGHTERS"]

Seattle Prep upperclassmen were called upon to help Mr. Mike Foy and Fr. Tom Bunnell organize a unique orientation program for the Matteo Ricci freshmen. All freshmen were asked to come on a three-day camping trip ("overnighter") with 14 other freshmen, two faculty members, and two upperclassmen. Several overnighter groups used the Prep villa at Warm Beach, while others made use of state camping facilities in the Lake Wenatchee area. By summer's end 93% of the incoming freshmen had participated in the program.

Fr. Healy commented, "We want the overnighter program to continue because it provides the freshmen with a group of people whom they know before they come to school. Coming to school isn't the kind of frightening experience that it could be if they just showed up without knowing anyone. This is especially important because our students are coming from some forty different schools. We did the overnighters last year, and the freshmen were noticeably more at ease when they arrived at school."

The community dimension of the Matteo Ricci program extends from the students' camping experience to their classroom experience, because of the assigning of students into "collegios." In the first-year class, Collegio Arrupe and Collegio Xavier each have 75 students, three faculty members, and three upperclassmen to act as teachers' assistants. The collegio occupies three hours of the students' time each day, and consists

--more--

in an interdisciplinary approach to history, religion, and language arts. Classes in psycho-physical development will occur during the collegio twice each week for 90 minutes. Math, science, and foreign language classes are taught separately, as are the aesthetic-artistic classes.

Second-year collegios have 50 students, and two faculty members; they have been named Collegio Rahner and Collegio Hopkins.

Fr. Healy commented, "The first year program is more structured, while the second year takes up major themes of social justice, war, poverty, peace, etc. Students might select their English novels according to these themes, seek to gain an historical insight into the issues involved, and then, in the religious dimension of the collegio, reflect on the moral implications of these. They can also, on different occasions, have liturgy; the collegio structure gives us the chance to have students experience community in a smaller group than the entire student body."

The staff for Collegio Xavier are Fr. Rich Perry, Mr. Rick Buhrer, and Fr. Joe Small; Collegio Arrupe will be conducted by Fr. Tom Bunnell, Mr. John McLean, and Dennis Olsen, a layman. The sophomore collegios will be taught by Mr. Mike Foy, together with a woman faculty member. Several of the collegio teachers have not team taught before, but they shared the confidence of Fr. Joe Small, who remarked, "The good news is you can't lose!"

[PLANNING CONTINUES]

Jesuits involved in the Matteo Ricci program are working to lay down the tracks of the six-year college in front of the students who have now begun to move in that direction. Fr. John Foster is serving

--more--

as full time Director of Curriculum Development for the college's First Form (first three years), while at Seattle University Fr. Bill LeRoux works to prepare the Second Form curriculum, which will receive its first students in 1977.

Fr. LeRoux commented, "We hope this fall to free certain faculty members so they may begin working on the Matteo Ricci courses. The following year we hope to run some pilot courses with our own students, so that by '77-78 we will have the first year very well lined up, and will begin to prepare for the following year."

Matteo Ricci students in the Second Form will have two-thirds of their courses at Seattle University specifically designed for them. The remaining one-third of their program will be in regular courses with other Seattle University students, but will not involve survey or introductory courses. Fr. LeRoux emphasized, "We hope and expect them to plunge into 300-level courses.

[SCHOOL'S NAMESAKE INSPIRES]

The new six-year school has taken the name of Matteo Ricci, the 16th century Jesuit who travelled to China and was known for his adaptation of life style to the Chinese culture. He first assumed the manner of a Buddhist bonze, but when he found this lifestyle apostolically limiting he assumed the manner of a professional scholar.

Fr. Healy noted why Ricci's name was chosen for the new school: "We're attempting to use education to bring about a greater recognition of Christian values in the lives of students and the others with whom we work. Matteo Ricci had a very keen sense of the culture into which he came, and he was able to have a tremendous influence on the whole country of China--the influence is still there. And he did it through education."

--30--

Healy

G.E.

Following is the text of an interview with Fr. Thomas Healy, S.J. Acting President of Matteo Ricci College. Also included are remarks by S.U.'s President Ed Ryan, S.J., and Fr. Bill LeRoux, S.J.

Why has an internationally recognized group like the Carnegie Corporation been so supportive of the new Matteo Ricci program?

Fr. HEALY: The Carnegie Corporation has conducted extenxive studeies of American education. One of their recommendations is the establishment of what they call "middle" colleges which means, for Carnegie, combining the last two years of high school and the first two years of college and offering the Bachelor's degree. When the Carnegie press release came out announcing our grant award, it referred to Matteo Ricci Collge as a "middle college" which in some ways is misleading. While the length of time it takes to get the Bachelor's degree will be the same, Matteo Ricci will offer an integrated and thoroughly revised curriculum spanning six years rather than four.

What MRC has in common with the middle college concept is that students who graduate with the B.A. should be ready to go on to further education--a master's or doctoral program--or be prepared to move into various jobs. It should be pointed out, perhaps, that the job of the University, as Carnegie sees it, is to concentrate upon what they can do best, which is advancing knowledge through research and providing professional training. The establishment of middle colleges or colleges like Matteo Ricci will allow the universities to do just that.

--more--

Are you convinced that a six-year program is the way to eliminate the gap between high school and college education?

Fr. HEALY: I'm convinced that at least it's a way to go--it ought to be tried. I wouldn't say that six years is the magic number for education, any more than four years is the magic number for high school or college. The thing that I'm convinced of--and this is confirmed by the data that comes back from parents and kids--is that there is too much overlap between high school and college, and there is too much fragmentation. Students take a program of studies at one shool and then go to college--sometimes what they took prepares them for what they do in college, sometimes it doesn't; and oftentimes there doesn't seem to be a relationship between the two.

So I think this definitely needs redoing in American education; We have a unique opportunity to do it here because we have freedom from the financial and beauraucratic structures which tie down the public schools. And we can also be selective with our students.

How has public reaction been toward Matteo Ricci College?

Fr. RYAN: The response of parents and educators in the Seattle area has been overwhelmingly favorable. Frequently they have asked, "Why hasn't any other school done this before?" My response is that Seattle University looks to the future and we are willing to share the evaluation and results of our innovative educational program with other schools and universities.

Do you feel this program evolved out of a situation unique to Seattle, or could it be done in any one of the many cities where Jesuits operative both a university and a high school?

Fr. HEALY: I would say that it ought to be able to be done

anyplace where we have a high school and college that want to cooperate. I mean cooperate in developing any program--it wouldn't have to follow the kind of thing that we're doing, of course.

Do you forsee any problems with students' levels of maturity, and their ability to move through the program in six years?

Fr. HEALY: Well, to clear up one misconception, we're not trying to rush them through in six years. If they want to have "stop-out time," fine; we would encourage that. Or we'd encourage them after three years or four years to take some time and just think about it, or work for a year. Students don't complete their education in one little block of time, and then go out and "live." Education should be something that continues throughout life, and the kind of thing we're doing is more of an ongoing education.

We will be giving much more attention to students under the broad heading of counseling than we've given before. For this year's student body of 520 we will have two full time counselors, and a third counselor part time; we will also have a full time developmental psychologist on our staff during the year.

Fr. LEROUX: During the Second Form at the university there may be some problems that arise, but no problems that can't be solved with the proper administration and the proper handling. It'll take a lot of good guidance and care and interest on the part of the faculty. We've done studies of "junior admit" students, and they've done excellently. If the Matteo Ricci College students were going to be totally by themselves and not taking courses with other S.U. students, I think that there could be a problem. But one-third of their courses will be with other S.U. students, and they'll participate in the other regular university activities.

You will be looking for a President for Matteo Ricci College during the coming year, is that right?

Fr. HEALY: Yes. A task force has already drawn up the criteria we're looking for in a president, but we have not yet begun the search. We will also be looking for a principal.

Fr. LERCUX: We will definitely be looking assistancy-wide for a man with leadership. In addition, if we can find Jesuits who want to come and work in the program in other capacities, we would welcome them.

--30--

Peter Monostori was a freshman last year at Seattle Prep and this year will be in the second year of the Matteo Ricci program; he and his classmates will be the first graduates from the six-year school.

How did you come to be in the six-year program here at Seattle Prep?

I was all signed up to go to O'Dea (a high school operated by the Christian Brothers in Seattle) because the tuition at Seattle Prep was too high. But Fr. Bunnell called me up and said that I could work off my tuition, so I switched. Then my father came in one day with a letter from Fr. Healy saying that I had received the John Sloan scholarship, so that paid for $500.

I was excited about a lot of the things that were in the newspaper about the six year plan, especially the martial arts program. They put a lot of things in the newspaper, though, that I'm not sure are going to work out. So I'm kind of trusting them. This program will work, I'm pretty sure of it. But I'm afraid that in the first couple years we may miss something. It will take them awhile to perfect it. A lot depends on what kind of people the students themselves are.

How do you feel about the prospect of graduating from college at age 19?

I don't know if they're going to hire younger people like that. But I don't want to go straight to work anyway; I want to enjoy just being myself for awhile. You ask most teenagers what they want to be and they don't know. I't's kind of a pain being 14 right now. Most of my friends are able to drive, and I can't--but they won't let

--more--

me on the buses for the youth fare because I don't look 14! I can't get out of the house, and I can't drive.

Will you live at home for all of the six years of the program?

I might want to move out with a friend and find a house. There is more than just a generation gap between me and my parents since I'm the youngest kid and the next oldest is 14 years older than I am. My dad is thinking of retiring and going to Canada, but I told him that I'm going to stay here. I'd probably move in with a family whose horses I take care of on weekends.

I guess you could say the Matteo Ricci College is an experiment in education; what do you feel about being involved in an experimental school program?

Well, I was proud of Prep even before I head of the six-year plan. People ask me where I go to school, and when I say Prep they ask me to talk about it. When I tell them about the six-year plan they are impressed, but I don't feel like a guinea pig or anything. To me every school year is something new. If I was going through a four-and-four system I'd feel normal.. Now I'm doing three-and-three; it will be normal. I would feel different if I was breaking a pattern I was in.

Starting this year the school bells will ring only three times during the day. Any reactions to that?

You're kidding! Everyone's going to have to wear a watch; and it's going to be confusing for awhile.

--30--